DIALOG File1: ERIC - 66-80/Dec (Item 57 of 132) User 1210 29Jan81

ED146446 08 CE013790
Mobile Career Education Resource Unit, 1976-1977. Final Evaluation Report.
Zajano, Nancy C.; Arnoff, Steven M.
Rhode Island Coll., Providence. Center for Evaluation and Research.
15 Jul 1977 106p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAPR78

A project to transport career education resources to teachers in Rhode Island's elementary and secondary schools was evaluated on the basis of its seven objectives: (1) to publicize information about career education and the materials and services provided by the project, (2) to make available career education materials, resources, and services to be used in classroom instruction, (3) to demonstrate effective career education materials to the educational community, (4) to develop a state-wide information network about career education, (5) to make available curricular materials that classroom teachers can use to inform young women about nonconventional career possibilities, (6) to develop career education materials for bilingual and/or non-English speaking students, and (7) to make career education information available to survey a random sample of state elementary, middle, and high school superintendents, principals, teachers, and counselors to determine their awareness of the services and satisfaction with and utilization of the materials. The evaluator concluded that five of the seven objectives (all except number 3 and number 6) were successfully accomplished and that the project has been remarkably successful in advancing the concept of career education in Rhode Island. (JT)

Descriptors: Administrator Attitudes/ Bilingual Education/ *Career Education/ Educational Resources/ Elementary Secondary Education/ *Information Dissemination/ Instructional Materials / *Mobile Educational Services/ *Program Effectiveness/ Program Evaluation/ *Resource Centers/ *State Programs/ State Surveys/ Teacher Attitudes

Identifiers: *Rhode Island

ED145188 08 CE012934
Minnesota Bilingual Vocational Training Project. Final Report.
Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
30 Aug 1977 123p.; hard copy not available due to poor legibility of original
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Contract No.: 558AH50072
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAR78

Organized in September, 1975, to facilitate the vocational training of limited English-speaking Latinos, the Minnesota Bilingual Vocational Training Project (MBVTP) was centered at St. Paul Technical-Vocational Institute. Staff included director, job specialists in charge of recruitment, programming, counseling retention, and job placement, and vocational teachers who developed a program of preparatory studies. Activities included (1) increasing Latino awareness of all possible occupational areas, (2) facilitating their admission into the training program of their choice, (3) remaining cognizant of the special characteristics that have previously prevented them from succeeding in vocational institutes and providing them with counseling and special support services to enable them to utilize existing training facilities and resources, thus insuring not only their recruitment, but also their successful completion of the program and subsequent job placement, and (4) mainstreaming the successful MBVTP into regular state programming within two years. During the two years more than 500 limited English-speaking Latinos have applied, more than 330 have been enrolled, 160 have entered preparatory programs, and nearly 200 have begun vocational training. So far 48 have also earned GEDs, and more than 40 have successfully completed training programs. Activities included inservice workshops for staff. An evaluation at the end of the first year (including five questionnaires for students and two for staff) showed that all were satisfied with the project and hoped it would continue. At the end of the eighteen-month federal funding period, the project was continued using state funds. (JT)

Descriptors: Access to Education/ Admission (School)/ *Bilingual Education/ Career Awareness/ Educational Counseling / Educationally Disadvantaged/ *Guidance Programs/ Mainstreaming/ Postsecondary Education/ Regional Schools/ *Remedial Programs/ Secondary Education/ *Spanish Speaking/ Student Personnel Services/ Student Recruitment/ *Vocational Education/ Vocational Schools

Identifiers: *Minnesota/ Saint Paul Technical Vocational Institute MN

ED144983 TM006534

Violations of Human and Civil Rights: Tests and Use of Tests. Report of the Tenth National Conference on Civil and Human Rights in Education, February 18-20, 1972, Washington, D.C.

National Education Association, Washington, D.C.

Feb 1972 35p.

Sponsoring Agency: National Education Association, Washington, D.C. Center for Human Relations.

Available from: National Education Association Order Dept., Academic Building, Westhaven, Connecticut 06516 (Stock Number 0556-2-06, $1.00); cassette tapes of condensations of conference speeches available from same address (Stock Number 0550-3-06, $28.50)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEFEB78

Major speeches presented at the conference on human and civil rights in education are summarized. Issues discussed at the conference include: the extent to which standardized testing infringes on the rights of students and educators; the existing uses of educational testing in public schools; and ways to eliminate misuses of tests by educators, researchers, and the testing industry. Summaries of small group discussions are represented on test bias, use of tests for educational administration and employment counseling and the impact of inaccurate test data on student self concept. Recommendations of these discussion groups are summarized. Results of a questionnaire on testing are also included. (GDC)

Descriptors: Bilingual Students/ *Civil Rights/ Cultural Differences/ *Educational Opportunities/ Elementary Secondary Education/ *Minority Group Children/ Public Schools/ Self Concept/ *Standardized Tests/ *Student Rights/ *Test Bias/ *Testing Problems/ Test Interpretation

ED144967 TM006463

Interpersonal Communications Inventory: A Need Assessment of the Communication Skill Competencies of Educational Personnel Attending In-Service Training Activities Conducted by the Cherokee Bilingual Project, Tahlequah, Oklahoma. Final Report.

Hackbert, Peter H.; Sather, Gregory A.

Hackbert and Associates, Norman, Okla.

Mar 1975 26p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB78

The Interpersonal Communications Inventory (ICI), developed by Bienvenu, identifies and compares the communication patterns, characteristics, styles, and processes of educational personnel. One hundred forty-three individuals, most of whom were teachers or teacher aides from bilingual schools in six school districts in northeastern Oklahoma, participated in the project. The ICI was administered during an inservice training workshop. This 40-item scale measured the process of communication as an element of social interaction; in particular, the individual's ability to listen, to empathize, to understand, to manage angry feelings, to express oneself, and to communicate skillfully were explored. The results indicated that interpersonal communication skill competencies were held highest by teachers, then by administrators, and finally, by teacher aides. Teachers responded highest to self concept and clarity of expression, while they scored lower than counselors, administrators, and interns in listening skills, coping with feelings, and self disclosure. The teacher aide group held the lowest scores on all six criterion variables. (MV)

Descriptors: Administrators/ Behavior Patterns/ Bilingual Schools/ Boards of Education/ *Communication Skills/ Counselors/ *Diagnostic Tests/ Elementary Secondary Education/ Human Relations Programs/ Inservice Teacher Education/ *Interpersonal Competence/ *Listening Skills/ Needs Assessment / *Teacher Aides/ *Teacher Behavior/ Teacher Characteristics/ Teacher Interns/ *Teachers

Identifiers: *Interpersonal Communication Inventory

DIALOG File1: ERIC - 66-80/Dec (Item 61 of 132) User 1210 29jan81

ED142665 UD017183
Remediation for Auxiliary Service Students.
Petrelio, George J.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
1976 30p.; New York City Board of Education Function No. 09-69622
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEDEC77

The Auxiliary Services for High Schools Program (ASHS) in New York City is a service oriented alternative school concept and optional learning environment established to serve educationally disadvantaged students who have found it difficult to function in the traditional high school setting, and as a result, have become school dropouts. This program provides counseling, remediation in reading and mathematics, high school equivalency preparation, bilingual, and English as a second language studies, and post secondary school counseling. It also makes referrals to both private and public agencies which provide services not offered by the Board of Education. About 1,691 students were expected to participate in the program. Standardized test results in reading and in mathematics indicate that significant growth in these two areas were achieved. The average student attendance amounted to almost seven months for a total of sixty-one days of instruction. One of the aspects of the program which accounted for the significant achievement results in math and reading was the alternative school organizational structure which encouraged self-motivation. This factor, combined with individualized instruction and a small group instructional setting, contributed to the success of the program. (Author/AM)

Descriptors: Bilingual Education/ Counseling/ *Dropout Programs/ English (Second Language)/ High School Students/ *Nontraditional Education/ *Organizational Climate/ *Program Descriptions/ Program Evaluation/ *Remedial Programs/ Secondary Education

Identifiers: *Elementary Secondary Education Act Title I/ *New York (New York)

ED142655 UD017173
Corrective Reading, Corrective Mathematics and Bilingual Instruction of Pregnant School Age Girls.
Strum, Irene
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
1976 148p.; New York City Board of Education Function No. 09-61685; For a related document see UD 016 846 ; Best copy available
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEDEC77

This is an evaluation of a program designed to provide continuity of instruction in reading and mathematics for pregnant school age girls in New York City. The program was designed to provide instruction for monolingual and bilingual (English-Spanish) students. Selected students were two or more years retarded in reading and/or mathematics. Spanish speaking students received English as a second language instruction. Nine hundred pregnant school age girls participated in the program. Seven hundred and fifty were involved in reading and mathematics programs. One hundred and fifty were involved in bilingual instruction. Three hundred students were in grades 7, 8, and 9. Six hundred students were in grades 10, 11, and 12. Diagnostic testing using the Individual Pupil Monitoring System (IPMS) was implemented. As a result of this program more than 80% of the students involved achieved mastery of at least one instructional objective in reading and/or mathematics. Evidence showed, however, that many students had mastered a significant number of objectives prior to instruction. Problems associated with the program included excessive absence and delivery of baby as well as staffing problems, a lack of sufficient materials and equipment and the late arrival of diagnostic materials. Appendices include tables of detailed information on criterion referenced tests used in the program. (Author/PR)

Descriptors: *Bilingual Education/ *Bilingual Students/ *Pregnant Students/ Program Descriptions/ Program Evaluation/ *Remedial Instruction/ *Remedial Mathematics/ *Remedial Reading/ School Counseling/ Secondary Education

Identifiers: *Elementary Secondary Education Act Title I/ New York (New York)

ED142595 UD017025
Integrated Bilingual Demonstration Project for High Schools; 1974-1975.
Balinsky, Warren
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
1975 23p.; The appendix to this document has been deleted due to poor legibility of the original document; New York City Board of Education Function No. 09-57603
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEDEC77
This evaluation report is a description of an integrated bilingual-bicultural program which attempted to improve student achievement in oral and literate mastery of both Spanish and English. The program was funded under the Elementary Secondary Education Act, Title VII and was in its third year of operation in New York City. Two hundred ninth and tenth grade Spanish dominant students participated in the program. Students were selected for the program by both referral from guidance counselors and voluntary enrollment. The objectives of the program were to improve language proficiency and academic achievement in mathematics, social studies, and science bilingual curricula. Other program objectives were improvement in school attendance, decline of the number of dropouts, and a decrease of student referrals to the guidance office for disciplinary problems. Teacher-made tests in mathematics, social studies, and science were administered at the end of the school year. Speaking and comprehension in English, and reading in Spanish were assessed by standardized tests in Spanish. All students in the project demonstrated improvement in these areas. The students also had fewer disciplinary problems and guidance referrals than the school as a whole. Additionally, significant improvement in speaking and English comprehension was achieved by the students. (JP)
Descriptors: Attendance/ *Bilingual Education/ *Compensatory Education/ Grade 9/ Grade 10/ Guidance/ Mathematics Instruction/ Science Instruction/ *Secondary Education/ *Spanish Speaking/ Teacher Education
Identifiers: Bilingual Education Act 1968/ *Elementary Secondary Education Act Title VII/ *New York (Brooklyn)

ED141492 UD017156
Tutoring: Walk and Talk Program, 1975-1976 Academic Year.
Leaf, Jeanette B.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
1976 33p.; New York City Board of Education Function No. 20-63409
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIENOV77
This report evaluated the seventh year of an after school tutorial program designed to provide extra instruction to students who were recent immigrants to New York City or who came from bilingual homes. The primary objective of the program was the improvement of the students' basic skills, namely reading, communications, and mathematics. One hundred seventy-six students from grades one to six were enrolled in the program. The majority of the students came from Chinese or Spanish speaking homes. Students were selected for participation in the program on the basis of teacher-counselor recommendation and academic need. Students were divided into five bilingual and basic skills groups and received intensive and individualized instruction six to ten hours weekly from teachers, educational assistants and high school students who served as tutors. The Stanford Achievement Tests were administered to every student on a pre and post test basis. Questionnaires were administered to all participants in the program. Statistical analyses illustrated significant differences between the pre and post-test results in reading, mathematics, and communications skills. The report concluded that in every instance, the grade equivalent increase was equal to or in excess of the six-month duration of the program being evaluated. The appendix contains the questionnaires which were developed and administered by the program coordinator to the students, educational assistants, and teachers. (Author/JP)
Descriptors: *After School Education/ *Bilingual Students/ *Chinese/ Communication Skills/ *Elementary Education/ High School Students/ *Immigrants/ Programed Instructional Materials/ Program Evaluation/ Remedial Mathematics/ Remedial Reading/ *Spanish Speaking/ *Student Characteristics/ *Tutoring
Identifiers: New York (New York)

ED141416 TM006406
Evaluation of the Area Student Services Program, 1976-77.
Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.
Apr 1977 114p.
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV77

The Dade County Florida Public Schools Area Student Services Program provides a variety of guidance and psychological support services to students, parents and schools. An evaluation of the services provided by school psychologists and visiting teachers revealed that there were few, if any, problems for psychological services brought about by bilingualism in the district. However, several problem areas were identified. School psychologists were unable to provide adequate services within acceptable time limits. Too much emphasis had been placed on diagnostic testing while counseling and consulting activities seemed to be less emphasized, but needed more. Standard referral procedures were not followed closely, resulting in incomplete case files. Also, information provided to teachers following psychological evaluations of students needs to be more relevant and useful. Work environments need to be improved for school psychologists. Similar problems were associated with the visiting teacher programs. Possible solutions were offered for each problem area. (EVH)

Descriptors: Bilingualism/ *Counselor Evaluation/ Counselors / Diagnostic Tests/ Elementary Secondary Education/ Guidance Personnel/ *Guidance Programs/ Home Visits/ Problems/ *Program Evaluation/ Psychological Evaluation/ *Psychological Services/ Questionnaires/ *School Psychologists/ *School Social Workers/ Student Records

Identifiers: *Dade County Public Schools FL/ Florida (Dade County)

ED138757 08 CE010892
Bilingual Occupational Education--Adult. Evaluation Report.
Rochester City School District, N.Y.
17 Mar 1977 6p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: 558AH50025
Grant No.: G007502013
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEOCT77

The overall objective of the program was to provide 200 Spanish-speaking adults and out-of-school youth, 16 years of age or older, with occupational instruction and English language skills which would enhance the enrollees' opportunities to acquire entry level job skills or upgrade the enrollees' present occupational status. The program began with 86 enrollees actively participating in one out of nine of the following courses: Cosmetology, automotive mechanic, electricity, commercial photography, nursing science, office skills, automotive body and painting, and basic adult education. The courses were made available at four school districts' facilities easily accessible to the target population. The program content consisted of: (1) Actual instruction of courses (provided both in Spanish and English), (2) three hours per week of instruction in English as a second language (ESL), and (3) counseling, as a supplement to instructional quality, in career and occupational areas. Second semester enrollment increased by 149 new enrollees with courses in accounting and welding being added to the program curriculum. Positive comments were received from community agencies on the operation of the program. (WL)

Descriptors: Adult Basic Education/ *Bilingual Education/ *Career Development/ *English (Second Language)/ *Job Skills/ *Language Skills/ Program Descriptions/ Program Development/ *Skill Development/ Skilled Occupations/ Spanish Speaking/ Vocational Education

ED138103 FL008523

Cognitive Aspects of Bilingual Communication. Working Papers of the Language Behavior Research Laboratory, No. 28.

Gumperz, John J.; Hernandez, Edward

California Univ., Berkeley. Language and Behavior Research Lab.

Dec 1969 19p.

Sponsoring Agency: California Univ., Berkeley. Inst. of International Studies.; National Inst. of Mental Health (DHEW), Rockville, Md.

Grant No.: MH25703

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIESEP77

This paper attempts to elucidate the relationship between linguistic form, interactional strategies and social meaning on the basis of a detailed study of a natural conversation. The investigation is based on a conversation recorded in an institution for Mexican immigrants by a linguist, a native American of Mexican ancestry, and program advisor of the institution. His interlocutor was a community counselor employed in the program. Two types of information were utilized. Turns containing a code switch were first examined as to their place within the structure of the total conversation. Then the switched phrase was substituted with a phrase from the other language to determine what the code switch contributed to the meaning of the whole passage. These examples of bilingual communication indicate that language usage is closely tied to the position of Chicanos as a minority group within the English-speaking majority. Selection of alternate forms is related to a variety of social factors such as ethnic identity, age and sex, and degree of solidarity or confidentiality. (CFM)

Descriptors: *Bilingualism/ *Code Switching (Language)/ *Cognitive Processes/ Cultural Influences/ *English/ Ethnic Groups/ Interference (Language)/ Language Research/ Language Usage/ *Linguistic Borrowing/ Linguistic Theory/ Mexican Americans/ Social Relations/ Social Structure/ Sociocultural Patterns/ Socioeconomic Status/ *Sociolinguistics/ *Spanish/ Verbal Communication

ED137518 08 CE010310

The Need for Bilingual Vocational Education Programs in Secondary Schools in Texas. Final Report.

Salazar, Arturo; Christiansen, James E.

Texas A and M Univ., College Station. Coll. of Education.

Sep 1976 347p.

Sponsoring Agency: Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Education Agency, Austin. Div. of Occupational Research and Development.

Contract No.: TEA-67230148

EDRS Price - MF01/PC14 Plus Postage.

Language: ENGLISH

105

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIESEP77

The primary purpose of this study was to determine the need for Spanish-English bilingual vocational education programs in the secondary schools in Texas as perceived by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives. Data were received from 636 respondents which consisted of returned opinionnaires from five groups, representing a 65% return. Six hypotheses related to the objectives were tested using descriptive statistics, analysis of variance with the Scheffe test where applicable, and Chi-square. Significant differences were found among the five groups regarding 19 to 28 perception statements, 7 of 15 attitude scale bipolar adjectives pertaining to the need for bilingual programs of vocational education, and 7 of 15 selected issues. In 69% of the group comparisons pertaining to the need for bilingual vocational education, industry representatives viewed the problem differently from the four school groups. Significant perception statements appearing most often concerned school districts' goals, creating functionally literate individuals through bilingual education, confusion of bilingual education goals, and helping students feel a need for using English. Significant issues most commonly appearing concerned language difficulties, integration of bilingual and vocational programs, and requiring special training for teachers. The most common significant bipolar adjectives were bad/good, satisfying/frustrating, false/true, and rewarding/unrewarding. The report includes description of methodology, findings, summary, conclusions, implications, and recommendations. The opinionnaire and data tables are appended. (WL)

Descriptors: Administrator Attitudes/ *Bilingual Education/ Career Counseling/ Counselor Attitudes/ *Educational Needs/ Employer Attitudes/ English (Second Language)/ Needs Assessment/ School Counselors/ School Personnel/ Secondary Education/ Spanish/ State Surveys/ Vocational Directors/ *Vocational Education

Identifiers: *Texas

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DIALOG File1: ERIC - 66-80/Dec (Item 69 of 132) User 1210 29jan81

ED137469 UD016857
Adlai E. Stevenson High School Bilingual Program; School Year 1975-76.
Soles, Stanley
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
1976 44p.; New York City Board of Education Function No. 09-67611; Page 11, List of Tables, is not reproduced due to marginal legibility of the original document
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAUG77
This report is an evaluation of a New York City school district educational project designed to offer bilingual instructional and supportive services to ninth, tenth, and eleventh grade high school students under funding from Title VII of the Elementary and Secondary Education Act of 1965. Its main objectives were to increase (1) the basic English skills of students in the expressive areas; (2) vocabulary and reading comprehension in English and Spanish; (3) competency in math and science; (4) student awareness of cultural heritage and ethnic background; and (5) student attendance. The target population consisted of 250 Spanish speaking boys and girls. The staff included a project director, three content area specialists, a bilingual counselor, two English as a Second Language (ESL) teachers, and a number of assistants. A native language arts teacher and an additional education assistant were included for a part of the program. There was a reduction in staff during the project as a result of a cut in the education budget. A battery of tests were administered to students both as pre and post tests. Additional assessment measures employed were uniform final examinations, a project-developed examination to assess knowledge of ethnic culture, and attendance records. Statistically significant results were reported for the majority of objectives. The statistics as well as a detailed interpretation and discussion of the results are included in the report. (Author/BS)
Descriptors: Attendance/ *Bilingual Education/ *Bilingual Students/ *English (Second Language)/ High School Students/ Remedial Mathematics/ Remedial Reading/ *Spanish Speaking
Identifiers: *Elementary Secondary Education Act Title VII/ New York (Bronx)

ED137468 UD016856
Bilingual Teacher Intern Program; School Year 1975-1976.
Roth, William
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
1976 51p.; New York City Board of Education Function No. 09-67621
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAUG77
This report is an evaluation of a New York City school district educational project funded under Title VII of the Elementary and Secondary Education Act of 1965. The goals of the program were to provide bilingual instructional services in all subject areas to Hispanic pupils of limited English-speaking ability and to select, train, and place bilingual teachers in the classroom. Approximately 2400 Hispanic children in grades K-8 were served by the program. Eighty college graduates with teaching credentials and bilingual communication skills in English and Spanish served as interns in the instructional program. The interns were placed in 54 schools encompassing three New York City boroughs. The program was staffed by a Project Director, a Coordinator, three Field/Counselors/Teacher Trainers, and two administrative aides. Teacher training was conducted through three components: in-service workshops, graduate school training, and field supervision. Specific program objectives and the means for achieving these objectives are outlined. The findings are presented and discussed. On the basis of the results it was concluded that the major objectives were met. (Author/BS)
Descriptors: *Bilingual Education/ Bilingual Teachers/ Children/ *English (Second Language)/ Internship Programs/ *Spanish Speaking
Identifiers: *Elementary Secondary Education Act Title VII/ New York (Bronx)/ New York (Brooklyn)/ New York (Manhattan)

DIALOG File1: ERIC - 66-80/Dec (Item 71 of 132) User 1210 29jan81

ED137463 UD016846
Corrective Reading, Corrective Mathematics and Bilingual Instruction of Pregnant School Age Girls; School Year 1974-1975.
Berger, Dan
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
1975 20p.; Not available in hard copy due to marginal legibility of the original document; New York City Board of Education Function No. 09-51683
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAUG77
This program, funded under Title I of the Elementary and Secondary Education Act was designed to provide continuity of instruction in reading and mathematics for eligible pregnant school age girls in New York City. It was also designed to provide bilingual English-Spanish instruction for eligible students. The target population for the program was pregnant girls who were in attendance during the regular school year at one of the six facilities for pregnant girls in New York City. Approximately 1900 pregnant secondary school age students participated during the school year. The corrective reading program was designed to foster independence in the use of word-attack and comprehension skills. Through testing, weaknesses were diagnosed and treatment recommended during the pupil teacher and teacher guidance counselor conferences. Students were selected for participation in the corrective reading and corrective mathematics programs on the basis of their being at least two years retarded in either subject, according to national norms, in attained grade equivalent scores. Each participant was to attend the program five days a week, five hours a day, from nine to three during the 1974-75 academic school year. Based on an analysis of test results and site visits it was determined that the program provided a vital service to pregnant school-age girls who were two or more years retarded in reading and/or math. (Author/JM)
Descriptors: Bilingual Education/ Compensatory Education/ Individualized Instruction/ Low Achievement/ *Pregnant Students/ *Program Evaluation/ Remedial Mathematics/ Remedial Reading/ *Secondary School Students/ Spanish Speaking/ Urban Education
Identifiers: *Elementary Secondary Education Act Title I/ *New York (New York)

ED135923 UD016820
Bilingual Program in Auxiliary Services for High Schools; School Year 1974-75.
Soles, Stanley
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
1975 50p.; Not available in hard copy due to marginal legibility of original document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUL77
This report describes and evaluates the bilingual program of the Auxiliary Services for High Schools (ASHS) Program in the New York City Schools for the 1974-75 school year. In 1974-75 there were 12 centers for this program distributed throughout all boroughs of New York City. Spanish was offered in nine of the programs, French in two, Greek in one, and Italian in one. The bilingual program provided for the development of increasing English skills through English as a Second Language (ESL) instruction. Beyond the ESL instruction, the bilingual program used the native or dominant language of the students to develop competencies in areas of reading development, math, science, social studies, and several other areas. Some students in Spanish were prepared for the General Education High School Equivalency Exam in English or Spanish versions. The program emphasized bilingual guidance and counseling for both academic and vocational needs of students. About 1,397 students were served by the bilingual program in the 1974-75 school year. Among the major findings of the evaluation are the following: 1) students for whom completed test results were analyzed showed significant gains in reading scores, 2) reading in native languages showed significant gains in each of the languages for which test results were completed, 3) achievement in mathematics among the 12 centers showed significant differences with the exception of one school, and 4) for those students whose results were known, over 80% of the students who took the high school equivalency examination passed. (Author/AM)
Descriptors: *Bilingual Education/ Cognitive Objectives/ *English (Second Language)/ *High Schools/ Languages/ *Non English Speaking/ Reading Achievement/ *Reading Centers/ Reading Programs/ Reading Skills/ Secondary Education
Identifiers: *Auxiliary Services for High Schools/ *New York (New York)

DIALOG File1: ERIC - 66-80/Dec (Item 73 of 132) User 1210 29jan81

ED135918 UD016815
College Bound Program; Summer 1975.
Woloshin, Gerald W.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
11 Aug 1975 42p.; Not available in hard copy due to marginal legibility of the original document
Report No.: B/E-09-61622
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUL77
The principal objectives of the College Bound Summer Program, funded under the Elementary Secondary Education Act Title I, were to improve student's reading and mathematics, increase their ability to do college work, and make the students' transition from junior high to high school easier. Program participants were selected on the basis of either performance on the Stanford Achievement test or recommendations from junior high school counselors. During each day of the program, students participated in three classes: remedial reading, corrective mathematics, and a reading or mathematics workshop. An ESL program with the same goals, and using the audiolingual approach, was a part of the program. For ESL classes all materials were in English and Spanish, and bilingual educational assistants were employed. It was found that the program produced significant gains in reading and mathematics for all groups of participants. (Author/JM)
Descriptors: Bilingual Students/ *College Bound Students/ *Compensatory Education/ English (Second Language)/ Grade 9/ Grade 10/ *Junior High School Students/ Low Achievement/ Remedial Mathematics/ Remedial Reading/ Spanish Speaking/ *Summer Programs
Identifiers: *Elementary Secondary Education Act Title I/ *New York (New York)

ED132169 TM005879
Evaluation of Career Education Projects, 1975-1976. Report No. 7715.
Chern, Hermine J.; And Others
Philadelphia School District, Pa. Office of Research and Evaluation.
Sep 1976 153p.
Report No.: PSD-7715
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR77
The evaluations of 26 career education programs which operated in the Philadelphia, Pennsylvania school district from July 1, 1975 to June 30, 1976 are contained in this report. Generally the projects achieved their objectives, with only a few exceptions. Indications are that the career development programs currently in progress in Philadelphia are well adapted to the environment in which they are expected to function, and have been developed in accordance with the actual needs of the students they are intended to serve. Of the 26 projects evaluated, eleven of these were primarily concerned with classroom or shop instruction, six with curriculum development, and five with guidance activities. The other four projects involved staff development, job placement, and the development and refinement of a computer management system for the skills centers. Information is presented for each program separately and includes budget, project description, project history, objectives, project implementation, and project outcomes: evaluation questions, discussion, and conclusions and recommendations. (RC)
Descriptors: Adult Education/ Adult Vocational Education/ Bilingual Education/ *Career Education/ Career Planning/ Computer Oriented Programs/ Consumer Education/ Counselor Training/ Distributive Education/ Elementary Secondary Education/ Evaluation Methods/ Guidance Programs/ Home Economics/ Home Economics Education/ Individualized Instruction/ Instructional Materials/ Job Placement/ Medicine/ Mild Mental Retardation/ Mobile Educational Services/ Parochial Schools/ Pregnant Students/ Program Development/ Program Effectiveness/ *Program Evaluation/ Public Schools/ Resource Centers/ School Districts/ Special Education/ Vocational Education
Identifiers: Pennsylvania (Philadelphia)/ *Philadelphia School District PA

DIALOG File1: ERIC - 66-80/Dec (Item 75 of 132) User 1210 29jan81

ED131782 HE008401
Public Law 94-482. Education Amendments of 1976. Ninety-Fourth Congress, Second Session.
Congress of the U.S., Washington, D.C.
Oct 1976 162p.
Report No.: PL-94-482
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Document Type: LEGAL MATERIAL (090)
Journal Announcement: RIEAPR77

The Education Amendments of 1976 extend the Higher Education Act of 1965, extend and revise the Vocational Education Act of 1963, and make new provisions. Title I, which relates to higher education, includes amendments for community services and continuing education, college library assistance and library training and research, strengthening developing institutions, student assistance, education professions development, improvement of undergraduate education, construction of academic facilities, graduate programs, community colleges and state postsecondary planning, bilingual education, and funding requirements. Title II relates to vocational education. Title III contains extensions and revisions of other education programs, including career education and counseling. Title IV makes general education provisions, including those for federal research offices, admissions practices, Indian postsecondary schools, and sex discrimination. Title V makes technical and miscellaneous provisions. (LBH)

Descriptors: Admission (School)/ Adult Education/ American Indians/ Bilingual Education/ Career Counseling/ Career Education/ College Libraries/ Community Colleges/ Community Services/ Counseling Services/ *Educational Legislation/ Facility Expansion/ *Federal Aid/ *Federal Legislation/ *Federal Programs/ Graduate Study/ Instructional Improvement/ Laws/ Lifelong Learning/ *Postsecondary Education/ Research/ Statewide Planning/ Student Financial Aid/ Teacher Education/ Vocational Education

Identifiers: *Education Amendments 1976/ Higher Education Act 1965/ Vocational Education Act 1963

ED131050 SP010610
Bilingual/Bicultural Education and Teacher Training. NEA Professional Studies Series.
Casso, Henry J.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
1976 97p.
Sponsoring Agency: National Education Association, Washington, D.C.
Available from: National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEMAR77

Bilingual/bicultural education in the United States is undergoing a renaissance founded on the notions of (a) equality of educational opportunity and (b) accountability in public education. The first section of this monograph examines the significant causes for this renaissance. It is pointed out that although great strides have been made in a relatively short time, it is erroneous to conclude that the bilingual/bicultural education movement is proceeding smoothly; there has been and will continue to be great opposition to its concept, philosophy, and practice. Both sides of the issue are treated in Section II, aptly titled, "The Controversy in Bilingual/Bicultural Education: Melting Pot vs. Cultural Pluralism." Most administrators, counselors, teachers, and teacher educators, we are reminded, have been trained under the melting pot theory, which is now being challenged. Section III discusses implications for bilingual/bicultural teacher training, including: guidelines for improvement of teacher training; teacher views of bilingual/bicultural education; and responses of teacher training institutions in training bilingual personnel. Section IV reviews ERIC publications concerning bilingual teacher training and presents recommendations based on an ERIC search. Seven appendixes offer: (1) approved bilingual education fellowship programs; (2) office of bilingual education grant awards; (3) location of Lau Centers in the United States and states served; (4) major U.S. Commission on Civil Rights hearings for various linguistically and culturally distinct peoples; (5) guidelines for the preparation and certification of teachers; (6) random sample of institutions in the Southwest that have teacher education programs; and (7) bibliography of ERIC publications. (MM)

Descriptors: Biculturalism/ *Bilingual Education/ Bilingual Schools/ Bilingual Students/ *Bilingual Teachers/ Civil Rights Legislation/ Cultural Awareness/ Cultural Background/ Cultural Differences/ Cultural Influences/ *Cultural Pluralism/ Culture Contact/ Educational Legislation/ *Educational Policy/ Inservice Teacher Education/ Minority Groups/ Multilingualism/ Mutual Intelligibility/ Non English Speaking/ Preservice Teacher Education/ Second Language Learning/ Spanish Speaking/ Teacher Education

ED130199 CG010880
Counseling the Mexican American Client: An Annotated Bibliography of Journal Literature, 1964-1974.
Noble, Vincente, Comp.; And Others
1974 83p.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEMAR77
Each of the entries in this bibliography is annotated with special emphasis on methodology and conclusions of the work. All citations are from professional journals covering the period 1964-1974. The entries are arranged alphabetically by author.(MJ)
Descriptors: Annotated Bibliographies/ Bilingualism/ *Counselor Training/ *Ethnic Groups/ *Mexican Americans/ *Minority Groups/ *Spanish Speaking/ *Student Developed Materials
Identifiers: *Minority Counseling

ED129750 SP010463
B.A.B.E.L. Career Lattice Program.
Nieto, Julia
Bay Area Bilingual Education League, Berkeley, Calif.
43p.
Available from: Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709 (No price quoted)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEFEB77
The Bay Area Bilingual Education League (BABEL) is a five-district consortium joining forces to confront the need for bilingual education. It encompasses pre-kindergarten through high school. The program incorporates teacher and instructional assistant training ranging from teaching techniques and methodology to cultural awareness. All of the teaching participants are bilingual; either Spanish/English or Chinese/English. The Career Lattice Program provides career opportunities for bilingual individuals with zero years of college and extends to a highly sophisticated, skilled doctorate program. This report details the recruitment and selection of personnel; the career lattice program; college training/education of participants; and auxiliary training in areas such as counseling, audit/evaluation; methodology; inservice training, teacher supervision, and a bilingual Ph.D. program. (JMF)
Descriptors: Biculturalism/ *Bilingual Education/ Bilingual Schools/ Bilingual Students/ Bilingual Teacher Aides/ Bilingual Teachers/ *Chinese/ *Consortia/ Coordination/ Counseling/ *Cultural Pluralism/ Educational Cooperation/ Educational Methods/ Educational Policy/ Evaluation/ Inservice Teacher Education/ Personnel Selection/ Recruitment/ *Spanish/ Spanish Speaking/ *Teacher Education

ED127525 CG010753
A Study of Factors Affecting Cuban Parent-Child Interaction.
Hogges, Ralph; Hogges, Lilia
Apr 1976 18p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN77
This paper investigates the value system of Cuban students living in the United States, how those systems interface with the school and the home, and how they influence their personalities, behaviors, and family relationships. Eighth-grade students attending a predominantly Spanish private bilingual school were administered a questionnaire, and participated in a group interaction process. The questionnaire covered the areas of cultural values in school and home. Comments from the group interaction process are also listed. The study concludes that students: (1) like the atmosphere of the bicultural school; (2) accept their parents' Latin-American values; (3) feel free to incorporate American cultural elements into their lifestyles; (4) have a high concept of the Cuban lifestyle; and (5) are optimistic about their expectations and futures. The study recommends: (1) a re-testing of the same students in 1979; (2) an expansion of the same study to include older students; (3) a study of Latin-American students attending American schools; and (4) the appropriation of federal funds to establish counseling/research centers to study adjustment problems in Cuban youths. (Author/HLM)
Descriptors: *Acculturation/ Adolescents/ Behavior Patterns/ *Biculturalism/ Bilingual Education/ *Cubans/ *Cultural Differences/ Culture Conflict/ *Family Relationship/ Interaction Process Analysis/ *Latin American Culture/ Personality Assessment/ Research Projects/ Secondary Education / Social Values

ED124660# UD016108
Effects of a Bilingual/Bicultural Career Guidance Project on the Occupational Aspirations of Puerto Rican Adolescents.
Shiraishi, Reyko Ruth
1975 186p.
Available from: Xerox University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-20,932; Microfilm $7.50; Xerography $15.00)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: DISSERTATION (040)
Journal Announcement: RIEOCT76
This study examined the effects of a career project on the level of occupational aspirations of bilingual/bicultural Puerto Rican adolescents. The experimental treatment utilized role modeling techniques, field trips and group discussions. The career guidance project consisted of six lessons and involved career role models and counselors who were both bilingual and bicultural. The subjects in the study were Puerto Rican boys and girls. The experimental group experienced the career guidance project, while a comparison group received no experimental manipulation, but instead engaged in work-experience activities. Two dimensions of occupational aspirations, level of occupational aspiration and level of occupational choices, were examined. Instruments were administered to both groups before and after the project; four weeks later, the instruments were again given to both groups. On the basis of the findings, it was concluded that the career guidance project did have an effect on raising occupational aspirations. In addition, the girls' level of occupational aspiration was affected more than that of the boys. The project, however, did not influence students' occupational choices. (Author/JM)
Descriptors: *Adolescents/ Attitude Change/ Biculturalism/ Bilingual Education/ *Career Choice/ Career Planning/ Disadvantaged Youth/ Doctoral Dissertations/ *Guidance Programs/ Intervention/ Occupational Aspiration/ Program Evaluation/ *Puerto Ricans/ *Role Models/ Summer Programs

ED123021 RC009219
Problems and Issues in Preparing Teachers of Bicultural Chicano Youngsters.
Arciniega, Tomas A.
San Diego State Univ., Calif. Inst. for Cultural Pluralism.
1976 29p.; Not available in hard copy due to marginal legibility of original document
Available from: Institute for Cultural Pluralism, San Diego State University, 5544 1/2 Hardy Ave., San Diego, California 92182 ($1.00) -- limited quantity
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIESEP76
The greatest impact on public education and the preparation of professional personnel for public schools has been the thrust to equalize educational opportunities for minorities. This push has been complicated by such things as the way educators define equality of educational opportunities. Two basic and differing views have been revealed--the equal access view and the equal benefits view. Schools can look "positively" or "negatively" at the consequences or effects of Mexican group membership on student achievement and performance. In addition, educators view the causes of student performance as being primarily "internal" or "external." By juxtaposing the external-internal continuum with the positive-negative one, a four-fold classification scheme for analyzing educational approaches in the Mexican American's education is obtained, i.e., a culturally pluralistic approach. Probably the most serious problem fact of present school organization is that schools are geared primarily to serve monolingual, white, middle class, Anglo clients. However, assuming a genuine commitment toward a culturally pluralistic system, the system change response needs to involve the use of minority language, include minority history and cultural heritage materials in the curriculum increase representation of minority members in key role and decision-making positions, and improve counseling and testing programs. (NQ)
Descriptors: Biculturalism/ Bilingual Education/ Change Strategies/ *Cultural Pluralism/ Definitions/ Educational Attitudes/ Educational Problems/ *Equal Education/ Higher Education/ *Mexican Americans/ *Nontraditional Education/ School Role/ *Teacher Education
Identifiers: *Chicanos

ED121904# UD015958
Education of Immigrant Students: Issues and Answers. Symposium Series, 5.
Wolfgang, Aaron, Ed.
Ontario Inst. for Studies in Education, Toronto.
1975 224p.
Available from: Ontario Institute for Studies in Education; 252 Bloor Street West, Toronto, Ontario M5S 1V6 ($6.00, paper)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEAUG76
Questions that confront teachers, administrators, and the many others involved in the education of immigrants are explored here by individuals with diverse backgrounds and points of view. The papers in this volume are written to examine a variety of issues in depth and to provide answers in relation to the education of immigrant students. While most of the contributors are speaking to the experiences of the immigrants in English speaking Canada, many of the issues are the same in French speaking regions. The papers deal with a broad range - from moral, philosophical, and ethical issues to issues in curriculum testing, counseling, teacher training, and multi-culturalism. There are some common threads running through the papers: the commonalities are in stressing the importance of, and ways of, promoting a positive self concept or identity among immigrants within a multicultural context, and seeking ways of facilitating communication between educators and immigrant students. The achievement of these common goals should benefit not only the immigrant but the native born students as well. (Author/AM)
Descriptors: Bilingual Education/ Communication Problems/ Counseling Services/ *Cultural Background/ Cultural Context/ *Cultural Influences/ Curriculum Problems/ *Educational Problems/ Ethnic Groups/ *Immigrants/ Minority Group Children/ *Minority Groups/ Moral Issues/ *Student Needs/ Testing Problems
Identifiers: *Canada

ED116834 RC008903
Directory of Services for Migrant Families. Illinois ESEA Title I, Migrant, 1975 .
Illinois State Office of Education, Springfield.
1975 63p.; In Spanish and English
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: DIRECTORY (132)
Journal Announcement: RIEMAY76
Written in both English and Spanish, this directory presents brief descriptions of the services provided to Illinois' migratory agricultural workers and their families by the: State Office of Education; Farm Worker Ministry; Illinois Migrant Council; Illinois State Employment Service; University of Illinois Cooperative Extension Service; community action agencies; Department of Children and Family Services; Department of Public Health; and Department of Mental Health and Developmental Disabilities. Among the services provided by these agencies are: medical and dental services; job training, development, and placement; legal services; adult and continuing education; bilingual education; family planning and child care; emergency home care assistance; home care instruction; financial assistance; and employment counseling. Addresses are given for the: Downstate Bilingual Education Programs; Illinois Migrant Council offices; migrant clinics; Rural Manpower representatives; county and area extension personnel; community action agencies; Migrant Early Child Development Centers; and subregional and regional directors of the Department of Mental Health and Developmental Disabilities. (NQ)
Descriptors: Adult Education/ Bilingual Education/ Community Action/ *Directories/ Employment Services/ Health Services/ *Human Services/ *Migrants/ *Outreach Programs/ *State Programs
Identifiers: Elementary Secondary Education Act Title I/ *Illinois

DIALOG File1: ERIC - 66-80/Dec (Item 84 of 132) User 1210 29jan81

ED111215# FL007082
Opportunities in Foreign Language Careers.
Huebener, Theodore
1975 140p.
Available from: Vocational Guidance Manuals, 620 South Fifth St., Louisville, Kentucky 40202 (paper $2.45, hardcover $4.25 plus $0.40 postage and handling)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEJAN76
This guide to careers requiring knowledge of a foreign language details a wide range of positions. It begins with a general survey of the field of foreign languages--historical background, need for trained personnel, attributes necessary for success, comments of business and professional people. Educational preparation in high school, college, and special training is outlined, followed by a chapter on finding a suitable job--applications, interviews, employment agencies, employment abroad, analyzing the job. A section on foreign trade covers advertising, export, salaries, and opportunities for women. One chapter surveys various vocations from airlines to architecture, banking, library work, scientific research, and translation. Opportunities in government service include Civil Service, Department of State, USIA, Voice of America, and the United Nations. The teaching profession is surveyed. Lists of recommended reading and of language associations and journals are included. (CHK)
Descriptors: Bilingualism/ Career Awareness/ *Career Choice/ Career Counseling/ Career Development/ *Career Education/ *Career Planning/ Language Proficiency/ Language Programs/ *Language Skills/ Modern Languages/ Second Language Learning/ *Second Languages/ Translation/ Vocational Education
Identifiers: Foreign Language Careers

ED110586 UD015416
The Education of Puerto Ricans on the Mainland: An Annotated Bibliography.
Bobson, Sarah, Comp.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Jul 1975 90p.; ERIC-CUE Urban Disadvantaged Series, Number 42, July 1975
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-75-0008
Available from: Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 ($2.50, paper)
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEDEC75
Responding to the special educational needs presented by an increasing number of Puerto Ricans residing in the U.S. mainland, this ERIC Clearinghouse on Urban Education annotated bibliography covers a span of 442 documents directed to educators concerned with meeting the critical pedagogical needs of children and youth from this ethnic minority. Seven sections, whose assigned titles adequately convey their individual contents, comprise the body of the bibliography. The sections are as follows: General Information, Historical Perspective/Background Information on Puerto Rico, Inservice Education/Inservice Workshops, Puerto Ricans and the Schools, Sociological Analysis, Spanish Language Texts, and Bibliographies. The sections on (I) Puerto Ricans and the Schools, and (II) Sociological Analysis are further divided into subsections; the former delimits the topic into General Information, Bilingualism/Bilingual Education Programs/TESL, Reading Instructions, Compensatory Education, Ethnic Studies, Curriculum Guides/Resource Units, and Counseling and Personnel Services, while the latter subdivides its area into General Information, Socioeconomic Status, Census Reports, Racism/Race Relations, Rural Populations Migrants, and Politics/Political Activism. (AM)
Descriptors: *Annotated Bibliographies/ Bilingual Education/ Compensatory Education/ *Educationally Disadvantaged/ English (Second Language)/ *Ethnic Groups/ Latin American Culture/ Migrants/ *Puerto Rican Culture/ *Puerto Ricans/ Racial Relations/ Social Characteristics

DIALOG File1: ERIC - 66-80/Dec (Item 86 of 132) User 1210 29jan81

ED110263 RC008712
Native American Education. A Statement of Policy and Proposed Action by the Regents of the University of the State of New York. Position Paper No. 22.
New York State Education Dept., Albany.
Jul 1975 9p.
Report No.: PP-22
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: MISCELLANEOUS (999)
Journal Announcement: RIEDEC75

In recognition of the uniqueness of the Native American cultures, University of the State of New York Regents have prepared an educational policy statement encompassing proposed action and providing for Native American cultural transition and adaptation without loss of cultural identity. The regents recommend that: (1) a Statewide Native American Education Advisory Committee be established to include representatives from each tribe and the off-reservation urban population; (2) Native American Advisory Boards be established for each tribal group; (3) school boards be urged to develop employment policies enabling more Native Americans to be employed as certified instructional and noninstructional personnel; (4) teacher training institutions develop courses relative to Native American cultural heritage; (5) elementary/secondary curriculums incorporate special bilingual/bicultural instructional programs and materials; (6) the Education Department promote and assist tribal communities in the development of continuing education programs; (7) postsecondary grant-in-aid programs extend opportunities to Native Americans on and off reservations; (8) postsecondary guidance counseling services be provided; (9) the State Education Department continue use of the Bureau of Indian Affairs' and U.S. Office of Education's supplementary education funds. (JC)

Descriptors: Advisory Committees/ *American Indians/ Bilingual Education/ Community Involvement/ Counseling Services/ *Cultural Awareness/ Curriculum Development/ *Educational Policy/ *Elementary Secondary Education/ Grants/ *Higher Education/ Teacher Education
Identifiers: *New York

ED106374 95 TM004564
Bilingual/Bicultural Education Program Evaluation Report 1973-1974, with a Five-Year Summary.
Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.
.7194. 264p.; Photographs will not reproduce
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC11 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIESEP75

In order to meet the needs of an increasing population of Spanish-speaking pupils who, because of their language handicap, had a difficult time in school, the Milwaukee Bilingual Education Program was developed. It provided a systematic bilingual program for Spanish-background pupils who lacked experiential background and who needed special attention with basic content at the same time they were developing language skills in English and Spanish. In the program, all subjects were taught in both English and Spanish to enable the pupil to learn subject matter in the comfort of his dominant language. Teachers were bilingual and of Latin heritage. Pupils who started the program in kindergarten or first grade were expected to be at least average for their grade level. At the secondary level, bilingual reading and social studies courses were developed and bilingual students' advisors and counselors assisted with education and personal problems. Biculturalism was a twin goal with bilingualism. Spanish-American culture was emphasized to replace negative self-image with ethnic pride. (Author/BJG)

Descriptors: Academic Achievement/ *Biculturalism/ *Bilingual Education/ Bilingual Schools/ Bilingual Students/ Cultural Awareness/ Cultural Education/ Elementary Secondary Education/ English (Second Language)/ Program Development/ *Program Evaluation/ Programs/ Self Esteem/ Spanish Americans/ Spanish Culture/ *Spanish Speaking/ Student Needs/ *Testing
Identifiers: Bilingual Education Act 1968/ Elementary Secondary Education Act Title VII/ *Milwaukee Public Schools WI

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DIALOG File1: ERIC - 66-80/Dec (Item 88 of 132) User 1210 29jan81

ED103542 UD014915
Evaluation of Title I ESEA Projects, 1973-1974: Technical Reports. Report No. 7523.
Philadelphia School District, Pa. Office of Research and Evaluation.
Dec 1974 487p.
Report No.: R-7523
EDRS Price - MF02/PC20 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUL75
This document is an annual report issued by the Department of Title I Evaluation Services, evaluating projects funded under Title I of the federal Elementary and Secondary Education Act of 1965. Assistance in evaluation design, instrument development, data analysis, and editorial matters was provided by members of the Division of Instructional Research and Development Services. Over the past nine years, comprehensive evaluations of Philadelphia's Title I program have been undertaken both systemwide and project by project. They reveal that, although relatively new, Title I projects have enabled administrators and teachers to create favorable learning environments, and to reverse some of the historic trends toward drastic pupil underachievement. Our evaluations indicate also that parental participation and positive community attitudes have increased dramatically. This volume contains the technical reports of individual Title I project evaluations. It contains extensive information about each project's rationale, expected outcomes, mode of operation, previous evaluative findings, current implementation, and attainment of its objectives. In addition, the reader will be able to gain insight into the extensive evaluation activities that are intimately linked to each project. (Author/JM)
Descriptors: Bilingual Education/ Black Studies/ *Compensatory Education/ Counseling Services/ English (Second Language)/ *Federal Programs/ *Program Descriptions/ *Program Evaluation/ Reading Programs/ Special Education/ Summer Programs/ Teacher Aides/ Urban Education
Identifiers: Elementary Secondary Education Act Title I/ Pennsylvania/ *Pennsylvania (Philadelphia)

ED103522 UD014888
Multicultural Teacher Training.
Goodale, Ellen, Comp.
Boston Public Schools, Mass.; Massachusetts Univ., Boston. Inst. for Learning and Teaching.
1974 37p.
Available from: Inst. for Learning & Teaching, The Harbor Campus, Boston, Mass. 02125; or Bilingual Dept., Boston Public Schools, 21 James St., Boston, Mass. 02118 (Free of charge; $0.25 postage per copy)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUL75
This paper focuses on the Bilingual Department of the Boston Public Schools and how with the financial and technical support of the Institute for Learning and Teaching, funded in part under Title VII of the 1965 Elementary Secondary Education Act, it devised effective inservice training programs for bilingual teachers. Two points are of particular interest: (1) the shift from the piecemeal English as a Second Language program to the more comprehensive bilingual programs, and (2) the development of a process by which specific training needs could be identified and acted on. The passage of the Massachusetts Bilingual Law gave the Bilingual Department a huge responsibility. The expansion of its responsibilities to include providing principles and procedures for designing bilingual programs in individual schools for multicultural groups produced an expansion of the staff. Newly adaptive staffing patterns consisted of representatives from multicultural groups of teachers, regional responsibilities of a group of consultant-teachers, community coordinators, and guidance counselors. The staff's basic goals were to cooperatively develop, with individual schools, procedures for establishing effective bilingual education programs. They were responsible for providing program and curriculum advice, materials, and teacher training. (Author/JM)
Descriptors: Administrators/ *Biculturalism/ *Bilingual Education/ Curriculum Development/ Disadvantaged Youth/ *Inservice Teacher Education/ Instructional Materials/ *Program Development/ Puerto Ricans/ Spanish Speaking/ Teachers/ Urban Education
Identifiers: Bilingual Education Act 1968/ Elementary Secondary Education Act Title VII/ Massachusetts/ *Massachusetts (Boston)

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ED102812 95 FL005162
Materiales en Marcha para el Esfuerzo Bilingue-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism).
San Diego City Schools, Calif.
Oct 1973 25p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
Journal Announcement: RIEJUL75
This newsletter is designed for use by teachers, counselors, and administrators involved in bilingual-bicultural education. In the first article C. V. Perez describes bilingual education programs in New York State. J. N. Vieira writes in Portuguese about the Brown University bilingual program. In her article "Portuguese Happenings," J. Gonsalves describes events of interest to the Portuguese-speaking community. C. M. Menendez reviews specific audiovisual materials for Spanish classes, and A. F. Pirazzini discusses the Mexican history text "Sintesis de Historia de Mexico." Several other Spanish and Portuguese textbooks and readers are reviewed in articles by E. H. Samuel and H. E. Diaz. A list of U.S. distributors of educational materials in Spanish and Portuguese is also included. (PMP)
Descriptors: *Biculturalism/ *Bilingual Education/ *Bilingualism/ English/ History Instruction/ Instructional Materials/ *Language Instruction/ Language Programs/ Mexican Americans/ *Newsletters/ Portuguese/ Spanish/ Spanish Speaking / Textbooks
Identifiers: Bilingual Education Act 1968/ Elementary Secondary Education Act Title VII

ED102811 95 FL005133
Materiales en Marcha para el Esfuerzo Bilingue-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism).
San Diego City Schools, Calif.
Nov 1973 26p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
Journal Announcement: RIEJUL75
This newsletter is designed for use by teachers, counselors, and administrators involved in bilingual-bicultural education programs. The first three articles, by R. Garcia, R. Pena, and R. Wiezell, which are in Spanish, review language textbooks, materials for teaching elementary science, and several Spanish dictionaries. R. Garza discusses the work of the Dissemination Center for Bilingual Bicultural Education. In the final article, B. Baker describes in detail the counseling program at Granger Junior High School in National City, California. Also included is a list of U.S. distributors of educational materials in Spanish and Portuguese. (PMP)
Descriptors: *Biculturalism/ *Bilingual Education/ Bilingualism/ Counseling Services/ Dictionaries/ Educational Programs/ Elementary Education/ *English/ Instructional Materials/ Junior High Schools/ Language Instruction/ Language Programs/ Newsletters/ *Portuguese/ *Spanish/ Textbooks
Identifiers: Bilingual Education Act 1968/ Elementary Secondary Education Act Title VII

ED102241 95 UD014758
Evaluation Report of the Fall River Middle School Research and Development Center Title VII Program, 1973-1974.
Heuristics, Inc., Dedham, Mass.
1974 222p.
Sponsoring Agency: Fall River Public Schools, Mass.
EDRS Price - MF01/PC09 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUN75
This report presents the evaluation of the 1973-1974 Fall River Middle School Research and Development Center, a project funded by ESEA Title VII as a model demonstration bilingual program beginning in 1972-1973. The evaluation focused on the assessment of the degree of accomplishment of product objectives for each component of the program. The program had a total enrollment of 244 students--161 Portuguese dominant students and 83 English dominant students. The program served 119 fifth grade and 127 sixth grade students. Fifth grade English dominant students were selected for the program from the fourth grade student population who would normally be going into the fifth grade during the 1973-1974 school year. Fifth grade Portuguese dominant students were selected through consideration of two factors in addition to their language dominance--school age and neighborhood. The sixth grade students are last year's fifth grade bilingual students. The staff included the following personnel: project director, staff development specialist, English as a Second Language Coordinator, guidance counselor, parent-community coordinator, four curriculum specialists, 12 teachers, four teacher aides, and an audio-visual materials development assistant. The average class size for the 12 classes--four each at the three participating schools--was 20 students per class. (Author/JM)
Descriptors: *Bilingual Education/ Community Involvement/ Curriculum Development/ *English (Second Language)/ Guidance Programs/ Instructional Materials/ *Middle Schools/ Paraprofessional School Personnel/ Portuguese/ *Program Evaluation/ Staff Development
Identifiers: Bilingual Education Act 1968/ Elementary Secondary Education Act Title VII/ *Massachusetts/ Massachusetts (Fall River)

DIALOG File1: ERIC - 66-80/Dec (Item 93 of 132) User 1210 29jan81

ED101878 RC008304
Para Los Ninos -- For the Children: Improving Education for Mexican Americans.
Sotomayor, Frank
Commission on Civil Rights, Washington, D.C.
Oct 1974 30p.; This publication and Report VI also available in Spanish
Report No.: CCR-47
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUN75
The U.S. Commission on Civil Rights conducted the Mexican American Education Study between 1969 and 1974. Drawn from the published and unpublished findings of this study, this report discusses the education of Mexican Americans in the 5 Southwestern states of Arizona, California, Colorado, New Mexico, and Texas, where about 85 percent of all Chicanos live. Additional material was obtained from interviews with students, parents, and educators throughout the Southwest. Topics discussed are: (1) the first day of school for a Chicano; (2) what students feel; (3) what teachers expect of Chicanos; (4) what schools are doing; and (5) bilingual/bicultural education. The report of the Mexican American Study are listed. (NQ)
Descriptors: Academic Achievement/ Attitude Change/ *Bilingual Education/ Counselor Attitudes/ *Educational Attitudes/ Educationally Disadvantaged/ *Mexican Americans/ Self Concept/ *Student Attitudes/ *Teacher Attitudes
Identifiers: Chicanos/ *United States (Southwest)

ED101027 UD014715
Annotated Bibliography: Educational Opportunity Programs, Supplement Number 11.
Regan, Lynda
New York State Education Dept., Albany. Office of Elementary, Secondary, and Continuing Educational Opportunity Programs.
1974 116p.
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEMAY75
Supplement Number 2 of the "Annotated Bibliography--Educational Opportunity Programs" (formerly "Educating the Disadvantaged Child") has been prepared for use by teachers, administrators, school personnel, and the public concerned with implementing effective educational opportunity programs. It concentrates on materials to assist in the improvement of the three priorities established by the New York State Education Department: reading, mathematics, and bilingual education. The sociological implications relating class structure, poverty, and disadvantagement to education are considered. A more indepth coverage of urban problems and their relationship to equal educational opportunities has resulted in the inclusion of the new categories of Urban Education and Nonstandard English. Other new categories added are: Migrants, Native Americans, and Spanish-Speaking Minorities. A new section of Health Education includes an overview of the various aspects of drug abuse. Contents are organized into 20 sections dealing with such topics as: administration and organization; English as a second language; guidance and counseling; health education; intergroup relations; juvenile problems; migrant education; native Americans; nonstandard English; and others. (Author/JM)
Descriptors: *Annotated Bibliographies/ Bilingual Education/ Disadvantaged/ *Disadvantaged Youth/ Economically Disadvantaged/ *Educational Opportunities/ Language Handicaps/ Migrant Education/ Physical Disabilities/ *Program Development / Remedial Mathematics/ Remedial Reading
Identifiers: *New York

ED099151 RC008215
Emerging Role of the Teacher Aide in Navajo Education. A Guide Book.
Pratt, Wayne T., Ed.; Ramey, Joseph H., Ed.
Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.
1974 179p.
EDRS Price - MF01/PC08 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEAPR75

Based on the experiences of 52 Navajo teacher aides in a 10 week training course (1974), this teacher aide guide book for all grade levels is primarily descriptive, though "helpful hints" are provided for teacher aides in Bureau of Indian Affairs schools for Navajo children. Emphasizing the importance of the teacher aide's role in the "team teaching process", teacher aides are encouraged to envision their role as a "vital link in the team teaching process" and to seek further professional training so that they ultimately qualify as teachers. Brief sections on the American Indian, in general, and the history of Indian education, in particular, are followed by chapters dealing with: curriculum development (definitions, contributions, and suggestions); language arts (emphasis on the importance of communication skills); the English phonetic system (illustrations, arranged for easy reproduction, include pictures with written and printed alphabets); storytelling (the art of stimulating storytelling is described with examples of stories told by children); creative activities (25 specific activities); counseling (approaches); parent/teacher relationships and parent/teacher aide relationships (emphasis on the importance of communication); role differentiation (examples of practices considered both helpful and detrimental to the teaching-learning process); and illustrated creative projects. (JC)

Descriptors: *American Indians/ *Bilingual Education/ Counseling/ Creative Activities/ Curriculum Development/ Language Arts/ Parent Teacher Cooperation/ *Role Perception/ Second Language Learning/ Story Telling/ *Teacher Aides/ *Teaching Guides/ Team Teaching
Identifiers: *Navajo (Nation)

ED097177 RC008185
Quality Educational Services to Michigan's Spanish Speaking Community. Report by the La Raza Citizens Advisory Committee to the Michigan State Board of Education.
Falcon, Carlos; And Others
Michigan State Board of Education, Lansing.
Jan 1974 38p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEFEB75

La Raza Advisory Committee, created in September 1971, was to recommend to the State Board of Education the means by which the quality of educational services to Michigan's Spanish speaking community could be improved. A problem was encountered in obtaining the necessary data to evaluate the current services offered the Spanish speaking community. The major educational problems identified by the committee as facing the more than 31,000 Spanish speaking students in Michigan were: (1) too few bilingual-bicultural staff at all educational levels; (2) too few relevant curriculum, textbooks, teacher training, and instructional materials; (3) relatively little commitment by local school districts in accepting the financial responsibility for bilingual education programs; (4) lack of response by the school districts to the needs of the migrant child; (5) disproportionate financial assistance for these students in higher education; and (6) inadequate testing instruments, tracking systems, and academic counseling. Among the committee's recommendations to the State Board of Education were: (1) mandate that colleges and universities establish a curriculum leading to a degree and teacher certification in bilingual education; (2) continue La Raza Advisory Committee to advise the State Department of Education; and (3) investigate the extent testing instruments contribute to the "tracking" of these students into special education and other compensatory programs. (NQ)

Descriptors: Advisory Committees/ *Bilingual Education/ *Educational Assessment/ *Educational Quality/ Financial Support/ Higher Education/ Instructional Materials/ *Migrant Education/ Sensitivity Training/ *Spanish Speaking/ Testing
Identifiers: *Michigan

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ED096814 FL005772
Culture in the Bilingual-Bicultural Curriculum.
Sancho, Anthony R.
Mar 1974 12p.; Paper presented at the Annual TESOL Convention (8th, Denver, Colorado, March 1974)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEFEB75
The creation of a classroom that is more receptive to individual and cultural differences and the inclusion of the intangible elements of culture in the total instructional plan will increase the effectiveness of the educational process in bilingual-bicultural programs. In planning a cultural component for the bilingual-bicultural classroom, the tangible and intangible elements of culture should be included. The tangible elements, such as language, songs, dances, and legends, are closely related to subject matter and thus can be taught systematically. The intangible elements, such as values, ideals, and attitudes, cannot be taught methodically or directly, but are learned through personal interaction with members of the culture group. Since the intangible elements involve process more than subject matter, they should be incorporated into the instructional processes used in the classroom. These general methods and approaches are recommended as the basis for all the content areas: (1) the creation of a classroom environment receptive to individual differences; (2) the use of the classroom as a multicultural resource center open to all interested persons; (3) a diversity in teaching and learning styles; (4) a flexible curriculum with attainable goals, responsive to student interests; (5) the teacher's role as a counselor rather than a dictator; (6) teachers and curricula that promote the motivation to learn; (7) the use of field experiences; (8) heterogeneous grouping; (9) peer teaching and learning; and (10) cross-age teaching and learning. (Author/LG)
Descriptors: *Biculturalism/ *Bilingual Education/ Classroom Environment/ *Cultural Awareness/ Cultural Background/ Cultural Differences/ *Cultural Exchange/ Curriculum Development/ Sociocultural Patterns/ Sociolinguistics/ Student Centered Curriculum/ Teacher Role/ Teaching Methods

ED096043# RC008071
Staff Development.
Oyama, Henry
1974 9p.; For related documents, see RC 008 067-070; RC 008 072
Available from: Not available separately, see RC 008 067
Document Not Available from EDRS.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN75
Bilingual programs funded through the Bilingual Education Act, Title VII, are presently serving 129,000 students. Approximately 80 percent of the 7.7 million students who should receive these programs' benefits are Spanish Speaking. Bilingual instruction should be carried out in 246,400 classes with an average of 25 pupils per class. Instructors are needed for these classes along with "back-up" personnel such as administrators, counselors, and paraprofessionals. This paper attempts to develop the methodology which can be used in selecting objectives for training programs focusing on staff development for bilingual manpower adult education. Among the problems which must be confronted are the lack of empathy by many school administrators and non-bilingual faculties and staffs for the purposes of bilingual-bicultural programs; the need for Spanish Speaking administrators in positions to direct change and policy in staff development programs; and the dearth of attempts at articulation or coordination between the programs at different educational levels. Before going into training objectives, the different components of the educational system which can and will have an impact on the effectiveness and development of an overall bilingual-bicultural educational system must be considered. Then the objectives must have overlapping impact on the different levels of the educational system: agency, educational institution, classroom, and the home/community environment. A taxonomy of objectives for a staff development program is given. (NQ)
Descriptors: Administrator Attitudes/ *Biculturalism/ *Bilingual Education/ Classification/ Communication (Thought Transfer)/ Educational Problems/ Federal Aid/ *Labor Force Development/ Program Descriptions/ *Spanish Speaking/ *Training Objectives

DIALOG File1: ERIC - 66-80/Dec (Item 99 of 132) User 1210 29jan81

ED096042# RC008070
Bilingual-Bicultural Curriculum.
Hermenet, Argelia B.; Valencia, Atilano A.
1974 17p.; For related documents, see RC 008 067-069; RC 008 071-072
Available from: Not available separately, see RC 008 067
Document Not Available from EDRS.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN75
While bilingual-bicultural education continues to be one of the most significant thrusts in the final decades of the 20th Century and numerous articles are found on this topic, many interested people are still searching for a clear, simple, and acceptable meaning of the term. Perhaps the term can be clearly defined only by a complete and comprehensive treatise on the subject. This paper attempts to state and clarify severalterms found in bilingual-bicultural literature, as well as to provide a more comprehensive view of the topic and a description of selected prospective and practical curriculum models in bilingual-bicultural education. Term definitions include bilingualism, biculturalism, Monolingualism and monoculturalism, language dominance, native language, second language, and bilingual-bicultural education. Three bilingual-bicultural curriculum models are illustrated for monolingual Spanish Speakers, monolingual English speakers, and bilingual speakers (Spanish-English). Implications for designing a practical and comprehensive bilingual-bicultural K-C curriculum model are discussed. The addendum covers: 1) curriculum components related to language development, counseling, instruction, learning materials, communications, in-service training, and evaluations; and 2) samples of ongoing bilingual-bicultural programs. (NQ)
Descriptors: *Biculturalism/ *Bilingual Education/ *Curriculum Development/ *Definitions/ English (Second Language)/ Language Instruction/ Models/ Monolingualism/ Second Languages/ *Spanish Speaking

ED093525 32 RC007981
Evaluation of the Impact of ESEA Title I Programs for Migrant Children of Migrant Agricultural Workers. Volume II--Impact Analysis. Final Report.
Exotech Systems, Inc., Falls Church, Va.
25 Jan 1974 250p.; Volume II of 4 volumes, RC007980; RC007982-983
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Contract No.: OEC-0-73-0884
EDRS Price - MF01/PC10 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV74
Elementary and Secondary Education Act Title I migrant programs focus on identifying and meeting the needs of migrant children through remedial instruction, health, nutrition and psychological services, cultural development, and prevocational training and counseling. Evaluating the impact of Title I programs for migrant children, the study determined the success of the Federal program in meeting the migrant child's needs. The sample consisted of 100 projects in 10 States. Analysis was done by compiling answers by subject and type of respondent and aggregating the data by State. This volume (II) of the 4 volume evaluation reports on the qualitative and quantitative assessment of the impact of the State education agency and local education agency levels. Information is also given on factors accounting for observed variations in impact and the extent to which Federal funds were used to supplant, rather than supplement, other funding sources. Topics covered are: (1) impact of the Migrant Education Program on migrant students; (2) services provided to migrant students by the Migrant Education Program; (3) paraprofessional program aides; (4) home-school relationships; (5) advisory councils; (6) staff attitudes; and (7) parental attitudes. The majority of the information is in tabular form. (NQ)
Descriptors: Academic Achievement/ Advisory Committees/ Bilingual Education/ Community Involvement/ Dropouts/ *Educational Assessment/ Educational Programs/ Federal Programs/ *Migrant Education/ Parent Attitudes/ *Program Effectiveness/ *Program Evaluation/ Reports/ Student Attitudes / *Tables (Data)/ Teacher Aides/ Vocational Education
Identifiers: *Elementary Secondary Education Act Title I

DIALOG File1: ERIC - 66-80/Dec (Item 101 of 132) User 1210 29jan81

ED089072 CE001122
Vocational Opportunities Integrated in Current Education. Final Report.
Olive, Robert O.
San Antonio Independent School District, Tex.
1 Aug 1973 76p.
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Bureau No.: BR-0-361-0158
Grant No.: OEG-0-71-0586(361)
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG74

The objectives of the three-year Vocational Opportunities Integrated in Current Education (VOICE) project, carried on in the San Antonio Independent School District, were to develop and implement a career development and occupational awareness model program for elementary through senior high school students, to add dignity to the world of vocational occupations, and to help students relate academic subjects to occupational requirements. Special focus of the VOICE program was toward underachieving students with language difficulties (bilingual) and socioeconomic disadvantages who would be non-college bound and possible school dropouts. At the elementary and junior high school levels, project efforts were directed toward career awareness for students and teachers, while at the senior high school level, efforts were to provide saleable skills for graduating students, a vocational guidance counselor at each high school, and placement services for graduates. One of the outstanding characteristics of the VOICE program was the involvement of people from outside the school system, families of students, and the local business community. Third party evaluators felt VOICE was an effective model, as its concepts were incorporated into district schools, and that it created change in the thinking of the Mexican-American community. About half of the document is devoted to appendixes. (EA)

Descriptors: *Bilingual Students/ *Career Awareness/ Career Counseling/ Career Development/ *Career Education/ Career Guidance/ Disadvantaged/ *Disadvantaged Youth/ Dropout Prevention/ Economically Disadvantaged/ Job Placement/ Job Skills/ Models/ School Community Relationship/ Underachievement

Identifiers: Texas

ED085450 UD013956
Increasing Compatibility Between Educational Practices and the Educational Needs of Pupils Who are Asian With Emphasis on Their Language and Cultural Needs.
Castillo, Lydia R.; Ponce, Corazon A.
San Francisco Unified School District, Calif.
Sep 1972 52p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: OEG-9-72-0003(027)
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAPR74

The contents of this document are organized in eight parts, as follows. Part One, "Speech of Dr. Esther M. T. Sato," the consultant, Associate Professor at the College of Education, University of Hawaii, discusses the following topics: in the background of Filipinos in Hawaii, their social problems, Filipino cultural values, guidelines to help the Filipino child in the classroom, cultural and language differences, and acculturation of the Filipino immigrant. Part Two, "Work Session With Elementary Counselors, Bilingual and English as a Second Language Personnel, and Ethnic Studies Personnel," includes a summary of Dr. Sato's presentation to them and a transcript of the question-and-answer session following that presentation. Part Three summarizes the "Work Session With the Basic Training Team, Bilingual and English as a Second Language Personnel, Selected Personnel and Community Leaders." Part Four details "Identified General Educational Needs and Suggested Solutions." Part Five, "A Study of Cultural Values: the Filipino Personality in Perspective," is a paper by Dr. Lydia R. Castillo. Part Six, "English-Tagalog-Ilokano Glossary of Common Expressions Used in School," is a paper by Mrs. Corazon Ponce. Parts Seven and Eight are reading lists, "General Reading on Philippine Culture and Heritage," and "Suggested Textbooks for Philippine Literature." (JM)

Descriptors: Bilingual Education/ Classroom Techniques/ Community Leaders/ Cultural Background/ *Educational Needs/ *Educational Practices/ Elementary Education/ English (Second Language)/ *Filipino Americans/ Inservice Teacher Education/ *Language Handicaps/ *Minority Group Children/ School Counseling/ Values/ Workshops

Identifiers: Hawaii

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DIALOG File1: ERIC - 66-80/Dec (Item 103 of 132) User 1210 29jan81

ED085136 RC007479

A Comparative Study of the Attitudes and Aspirations of Bilingual Mexican American Students with Monolingual Mexican American Students.

Church, Virginia Klaver

Jul 1971 61p.: Master's Thesis, University of Toledo, Toledo, Ohio

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAPR74

The Toledo, Ohio, study of 72 Mexican American students was conducted to find whether bilingualism is a factor affecting aspirations and attitudes toward school and the educational process, and to determine attitudes of Mexican American students as a group. Students were equally divided into bilinguals and monolinguals, and responded to 3 questionnaires which dealt with attitudes toward being Mexican American, educational aspirations, school involvement, family background, acculturation, and attitudes toward teachers, counselors, and schools. Data indicated that there seemed to be a strong relationship between bilingualism and the degree of the student's acculturation. It appeared that the greatest difference between bilinguals and monolinguals was home background. There was little evidence, however, that bilinguals have more emotional and social problems than monolinguals. It was also noted that, since this study did not include the socioeconomic factor, results were inconclusive. Major recommendations covered Spanish as an elective; tutorial services; cultural awareness; teacher training and employment; parental involvement; and counseling services. (KM)

Descriptors: *Academic Aspiration/ Acculturation/ *Attitudes/ *Bilingualism/ Counselors/ Culture/ English (Second Language)/ Family Characteristics/ *Mexican Americans/ Monolingualism/ Self Concept/ *Spanish Speaking/ Student Teacher Relationship

Identifiers: Ohio/ Toledo

ED075136 RC006909

Cultural Identity: An Approach to Preventing Delinquency Among Chicanos.

Lee, David Lopez

Special Services for Groups, Inc., Los Angeles, Calif.

1972 45p.

Sponsoring Agency: California Council on Criminal Justice, Sacramento.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG73

The second of a 3-year juvenile delinquency prevention program, ARRIBA, involved 90 pre-delinquent Chicano youths (ages 8 to 13). The general thesis of the program was that these youths, provided with an educational/tutorial and culturally supportive program administered by bilingual Chicanos, will have a lower likelihood for delinquent behavior than children not in such a program. The control group consisted of 100 children of the same age. The experimental group met 2 hours a day, twice a week. The first hour was devoted to cultural education and the second primarily to recreational activities. During the second hour, the children were taken 1 to 3 at a time to be counseled or tutored. They met in learning centers, partitioned to minimize distractions. Self-awareness sessions were often included. Criticism was avoided and the child was allowed to express his feelings. Findings indicated: (1) that delinquency declined in the area serviced by ARRIBA, (2) that self-concepts of ARRIBA youths significantly improved, (3) that ARRIBA youths made significant academic gains, (4) that ARRIBA youths made positive gains as indicated by teacher assessments, and (5) that grafitti on community property apparently declined. These findings are shown in tabular form. (NQ)

Descriptors: Bilingualism/ Counseling/ Cultural Awareness/ *Cultural Education/ *Delinquency Prevention/ *Educational Programs/ *Elementary School Students/ *Mexican Americans/ Self Concept/ Tutorial Programs

ED074882 FL004227
Content Analysis Schedule for Bilingual Education Programs: Adaptations of Bilingual Education.
Hess, Richard T.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Mar 1972 40p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG73
This content analysis schedule for Adaptations of Bilingual Education of Orange, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on personnel, student ability levels, and counseling. (SK)
Descriptors: Biculturalism/ *Bilingual Education/ Bilingualism/ Cognitive Development/ *Content Analysis/ *Curriculum Design/ Educational Finance/ English/ Grouping (Instructional Purposes)/ *Junior High School Students/ Learning Theories/ *Mexican Americans/ Program Costs/ Self Esteem/ Sociolinguistics/ Spanish/ Tutoring
Identifiers: California/ Orange/ *Project BEST

ED074869 32 FL004211
A Title I ESEA Case Study: Spanish English Developmental Program, Buffalo, New York.
Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.
1972 34p.
Report No.: OE-72-136
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-1005, $0.35)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG73
This pamphlet describes the Spanish English Developmental Program, one component of Buffalo's overall Title I program. Begun in January, 1970, with funds from New York's Urban Education Act, the program seeks to provide bilingual instruction for nearly 1,600 students of Spanish origin. In August 1970, Title I ESEA funds were allocated to cover the cost of the program, and the children involved received other Title I services as well. All staff members, including 112 teachers, 33 aides, a social worker, and a guidance counselor, are fluent in both English and Spanish. An orientation course in Puerto Rican culture and history is offered at all Title I schools by a floating teacher/aide team. The school system plans to implement a full-year course in Puerto Rican culture and history at the secondary level. The pamphlet contains information on planning, managing, and implementing the program. Also included are data concerning the budget, evaluation, and future plans. (Author/SK)
Descriptors: Biculturalism/ *Bilingual Education/ Bilingualism/ *Developmental Programs/ *English/ Ethnic Groups / Ethnic Studies/ Evaluation/ Minority Groups/ *Program Descriptions/ Puerto Ricans/ *Spanish/ Spanish Speaking
Identifiers: New York (Buffalo)

ED071840# RC006751

A Survey of the Literature Relevant to Spanish-Surname Rural Youth in the Southwestern States. Final Report of Phase 1.

Belding, Nancye; And Others

North Star Research and Development Inst., Minneapolis, Minn.

10 May 1972 73p.

Sponsoring Agency: Manpower Administration (DOL), Washington, D.C.

Report No.: DOL-41-2-002-27

Available from: U.S. Department of Commerce, National Technical Information Service, Springfield, Virginia 22151 ($3.00 paperback; $0.95 microfilm)

Document Not Available from EDRS.

Language: ENGLISH

Journal Announcement: RIEMAY73

The objective of this study is to optimize the benefits of youth projects for Spanish-surname rural youth in the Southwest. A search of the literature published between 1965 and 1970 which is relevant to the problems of Spanish-surname rural youth in the Southwest is included. The survey population consists of Spanish-surname youth living in rural areas of the Southwest in 1963-68. The changing environment of these youth is described in terms of population trends, mobility, social and cultural environment, economic environment, and outmigration. The educational system of the rural Southwest, job opportunities, and the characteristics of the rural Spanish-surname youth are also described. Major recommendations for revisions in the rural educational system include improved teacher preparation, the use of Spanish literature, smaller student-teacher ratios, expanded counseling services, more community involvement, and additional social services. (PS)

Descriptors: Bilingual Education/ Career Opportunities/ Cultural Context/ Economic Factors/ *Educational Programs/ *Hispanic American Literature/ *Mexican Americans/ Migration Patterns/ *Population Trends/ Rural Urban Differences/ *Rural Youth/ Social Environment

Identifiers: *United States (Southwest)

ED066075 FL003344

Guidelines for Educational Programs in the Commonwealth of Pennsylvania for Children Whose Dominant Language Is Not English.

Pennsylvania State Dept. of Education, Harrisburg.

.May 7192. 27p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDEC72

The guidelines presented in this document aim toward carrying out Pennsylvania's responsibility to educate non-English-speaking children within its borders as efficiently and satisfactorily as possible. Remarks describe the rationale for the problem and provide ideas on funding, relevant educational legislation, classifications for varying language competence, and educational objectives. Several different kinds of programs, both bilingual education and English-as-a-second-language types, are discussed. One section describes pupil personnel services such as guidance, counseling, pupil assessment, pupil records, career and curriculum planning, referral services, psychological and health services, and social work services. Community and parental involvement are considered, and concluding remarks concern staffing for bilingual programs. (VM)

Descriptors: Administrator Role/ *Bilingual Education/ Children/ Community Involvement/ Definitions/ Educational Legislation/ *Educational Objectives/ *Educational Programs/ *English (Second Language)/ Guidance Programs/ *Guidelines/ Instructional Programs/ Linguistic Competence/ Non English Speaking/ Pupil Personnel Services/ School Funds/ Special Education/ Teacher Role/ Teaching Models/ Workshops

Identifiers: *Pennsylvania

ED059017 RE003985

Evaluation of State Urban Education Programs, District 10, New York City, Board of Education. 1970-1971 School Year.

Fordham Univ., Bronx, N.Y. Inst. for Research and Evaluation.

Jun 1971 199p.

Report No.: Pub-71-40

EDRS Price - MF01/PC08 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAY72

Seven New York City urban education programs were evaluated under the direction of the state urban education coordinator, and the evaluation reports on those programs are included here. The seven programs are: Strengthening Basic Skills in the Junior High School, Reading Diagnostic Centers, Multi-Sensory Stations, Guidance Interim Class, Bilingual Bicultural Program, Living Science Center, and Developmental Program in Personnel and Curriculum. Each report consists of sections on program objectives, evaluation objectives and procedures, program implementation, program effectiveness, and recommendations. Tables are included. (MS)

Descriptors: *Basic Skills/ Biculturalism/ *Bilingual Education/ Curriculum Development/ Curriculum Evaluation/ Multisensory Learning/ *Program Evaluation/ Reading Instruction/ *Reading Programs/ School Counseling/ Science Programs/ *Urban Education

ED051906 PS004860
A Study in Child Care (Case Study from Volume II-B): "Will You Marry Me?" Day Care Program Reprint Series.
Cook, Patricia
Nov 1970 50p.
Sponsoring Agency: National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Report No.: OE-20189
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT71
The Springfield Day Nursery System in Springfield, Massachusetts is one of a system of four day care centers. It is in an urban area, and over one-half of the families served are Puerto Rican, many of whom have unemployment and language barrier problems. A bilingual program (English-Spanish) is one of the outstanding features of the day care center. The program strongly emphasizes the development of English language skills, in an atmosphere which accepts the child's difficulty with English and reinforces his attempts to learn. Each age-grouped classroom has both English- and Spanish-speaking teachers who work for the development of positive self-images in the children and for the acquiring of language skills through a flexible curriculum. Development Learning materials are used extensively for seriation and sensorimotor development. Counseling is available to parents at the center, with referrals to community social services if further help is needed. The history and organization of the system, staff, and expenditures are described. An appendix of additional illustrative materials is included. (NH)
Descriptors: *Bilingual Education/ *Day Care/ *Developmental Programs/ Disadvantaged/ English (Second Language)/ Fees/ Grouping (Instructional Purposes)/ Language Skills/ Organization/ Parent Counseling/ Program Descriptions/ Puerto Ricans/ Self Concept/ *Spanish Speaking/ Urban Areas
Identifiers: *Springfield Day Nursery System MA

ED043693 UD010625
Urban Education in the 1970's.
Passow, A. Harry
1970 69p.; Paper presented at the Teachers College, Columbia University Urban Education Lecture Series, New York, N.Y., 1970
Sponsoring Agency: New World Foundation, New York, N.Y.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEFEB71
The reported failure of urban schools has been well documented by various government commissions. To remedy this situation, quality and equality of education must be insured. Research and development on disadvantaged populations has increased in an effort to reverse the effects of traditional pedagogical methods. Numerous programs for early intervention show that changes can be effected but that these effects have little long-term stability. But that does not mean that compensatory education is not a promising method; rather, that adequate methods and understanding are still to come. Various strategies and models for improving urban education are compensatory education, desegregation, model subsystems, parallel systems, total systems reform, and new systems development. In addition, some programs attempt to change the student himself, his family, and the schools in new ways. College programs for disadvantaged youth try to prepare students for advanced study. The greatest policy problem is desegregation. Increase in federal aid raises the hope that urban education will receive not only more funds but also more attention. This paper was prepared for a book entitled "Urban Education in the 1970's," edited by A. Harry Passow, to be published by Teachers College Press, Fall 1970. Not available in hard copy due to marginal legibility of the original document. (JW)
Descriptors: Bilingual Education/ Community Control/ Compensatory Education/ Decentralization/ *Disadvantaged Youth / *Educational Research/ Federal Aid/ Models/ Preschool Education/ Reading Instruction/ Relevance (Education)/ School Counseling/ *School Desegregation/ *Urban Education/ *Urban Schools

ED040245 UD010185
Cross-Cultural Approaches to Research on Minority Group Education.
Singleton, John
21 Nov 1969 18p.; Paper presented at the 68th Annual Meeting of American Anthropological Association, New Orleans, La., November 21, 1969
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT70
Comparative studies of education, discrimination, and poverty in cross-cultural context are held as contributing towards a better understanding of the social nature of poverty and the complex processes of cultural transmission, continuity, and change. Seven strategies or models of research are suggested: (1) study of secondary and tertiary socialization in schools; (2) inquiry into the relationship of minority group language and conceptual styles to learning; (3) consideration of education's relationship to needs of the adolescent in societal initiation and personal identity; (4) study of patterns of minority group interaction with school; (5) systematic description of options and requirements for diversity offered through the schools, such as counseling, discipline, vocational-academic curricula, and bilingual and bicultural schooling; and, (7) study of education as a social problem, i.e. how the school fails, instead of how students fail. (KG)
Descriptors: Adolescents/ Bilingual Education/ Black Students/ Conformity/ Counseling/ *Cross Cultural Studies/ Cultural Interrelationships/ Culture Conflict/ Disadvantaged Youth/ *Ethnology/ Group Dynamics/ Identification (Psychology) / Japanese Americans/ *Minority Groups/ Puerto Ricans/ Social Values/ *Sociocultural Patterns/ *Urban Education/ Vocational Education

ED038461 UD009926
Compensatory Education Programs; Activities in Nevada, 1969. ESEA Title I.
Nevada State Dept. of Education, Carson City.
1969 47p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG70
This report is comprised of a series of descriptions of compensatory education programs. Programs included provision of: health information, health examinations and follow-up treatment, individualized counseling, bilingual education, and remedial instruction. Special help programs for migrant, orphaned, emotionally disturbed, rural, and reservation Indian children, programs aimed at improving verbal and academic skills, and programs providing individualized instruction along with health services and nutritional services are described. Because the target population comprised many children from isolated areas with negative attitudes toward school, behavior modification techniques were incorporated into many programs to help students adjust to the classroom situation. A heightened sense of self-esteem and increased potential were also emphasized throughout these programs. (KG)
Descriptors: *American Indians/ Behavior Change/ *Bilingual Education/ *Compensatory Education/ Counseling Services/ Disadvantaged Youth/ Emotional Disturbances/ Federal Programs/ Handicapped Children/ Health Services/ Individualized Instruction/ Migrant Education/ Remedial Instruction/ *Rural Education/ Self Concept/ Spanish Speaking
Identifiers: *Elementary Secondary Education Act Title I/ Nevada

ED038078 24 FL001740
Bilingual Education: A Handbook for Educators. Interpretive Studies on Bilingual Education.
Ulibarri, Horacio
New Mexico Univ., Albuquerque. Coll. of Education.
Mar 1970 151p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-8-0609
Contract No.: OEC-0-080-609-4531(010)
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG70
This comprehensive handbook on bilingual education, designed to aid administrators primarily, presents program guidelines, procedures for program initiation, and an annotated bibliography. Based on analyses of some 2,000 reports on bilingual and bicultural education, the work stresses social, cultural, and psychological concepts in sections treating: (1) objectives of bilingual education programs, (2) program description, (3) teacher role, (4) materials, (5) evaluation, (6) counseling, and (7) program initiation and implementation. (RL)
Descriptors: *Annotated Bibliographies/ Biculturalism/ Bilingual Education/ *Bilingualism/ Bilingual Teachers/ Cultural Interrelationships/ Cultural Pluralism/ Educational Objectives/ *English (Second Language)/ Guidelines/ Instructional Materials/ *Language Instruction/ Program Descriptions/ Program Development/ School Counseling/ *Second Language Learning/ Sociocultural Patterns

DIALOG File1: ERIC - 66-80/Dec (Item 115 of 132) User 1210 29jan81

ED032986 RC003697
A Resource and Reference Bibliography on Teaching and Counseling the Bilingual Student.
Caskey, Owen L., Comp.; Hodges, Jimmy, Comp.
Texas Technological Coll., Lubbock. School of Education.
Mar 1968 48p.
Sponsoring Agency: Southwest Educational Development Lab., Austin, Tex.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEFEB70
Citations for 733 selected references published between 1914-1967 cover materials on the teaching and counseling of bilingual students. The purpose of the bibliography is to provide as extensive and helpful references as possible. Literature dealing with Indian and Mexican American children is included. Not available in hard copy due to marginal legibility of original document. (DB)
Descriptors: *American Indians/ *Bibliographies/ *Bilingual Students/ Bilingual Teachers/ *Counseling/ Disadvantaged/ English (Second Language)/ Language Instruction/ *Mexican Americans/ Minority Group Children/ Resource Materials/ Spanish Speaking

ED031436 SP002897
Proceedings of the Conference on the Use and Role of Teacher Aides (February 10-11, 1969).
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Jun 1969 135p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-6-2827
Contract No.: OEC-4-7-062827-3078
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEDEC69
This document contains 21 addresses, case studies, and other conference presentations, most of them by representatives of the state departments of education and state universities in New Mexico, Oklahoma, Arizona, Colorado, Arkansas, and Texas: "Measuring Educational Progress"; "Teacher Aides--Who Needs 'Em?"; "Training of Auxiliaries and Professionals Together for Effective Team Functioning"; "The New Careers Movement--Challenge to Education"; "Arkansas' Aide-Teacher Inservice Training Approach"; "Suggested Guidelines for Supplementary Educational Personnel with Emphasis on the Relationship of Teacher and Aides in Adult Basic Education"; "Guadalupe on the Move"; "Training of Teacher Aides To Suit the Needs of Schools"; "Programed Tutoring with Teacher Aides"; "Preparing Trainers of Teacher Aides"; "The Use of Counselor Aides for Urban Areas or Inner-City Schools--from the Pilot Projects of the Roosevelt School, Phoenix"; "The Use of Volunteers in School Districts"; "The Use of Aides in Navajo Area Schools"; "Media Center Aides in Support of Instruction, Oklahoma City Public Schools"; "Attracting and Qualifying Personnel To Meet Critical Manpower Needs in Colorado"; "Teacher Aides in Action"; "The 30-Hour Program on the Training Session for Teacher Aides Conducted by the University of Arkansas"; "Training of Indian-Speaking Aides for the Head Start Program"; "Teacher Aide Training at a Local Level." (JS)
Descriptors: Adult Basic Education/ American Indians/ Bilingual Teacher Aides/ *Inservice Teacher Education/ *Paraprofessional School Personnel/ Programed Tutoring/ School Aides/ *Staff Utilization/ Teacher Aides/ *Teacher Role/ Team Teaching
Identifiers: Arizona/ Arkansas/ Colorado/ New Mexico/ Oklahoma/ Texas

ED031433 SP002875

New Jersey Bilingual Education Program. Formal Project Application.

Jersey City State Coll., N.J.; Vineland School District, N.J.

May 1969 77p.

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDEC69

Major objectives of a proposed New Jersey cooperative project are (1) to establish 10 first-grade demonstration bilingual and bicultural classes in strategic target areas throughout the state (to help Spanish-speaking children extend skills in their native language and in English); (2) to prepare preservice and inservice workshops for personnel in the project, including paraprofessionals; (3) to develop strategies for improving home, community, and school relationships; (4) to coordinate and utilize the varying EPDA and other federal monies in the state as they relate to Title VII; (5) to involve the Hispanic community in all phases of planning and program implementation and evaluation; (6) to continue cooperation efforts with Caribbean and Latin American countries in student and teacher exchange; (7) to establish appropriate programs in adult education, occupational guidance, and counseling; (8) to survey, develop, and disseminate materials of service to school districts in New Jersey and elsewhere interested in bilingual education. (Included in this program description are sections on program need; objectives; procedures; utilization of research and existing materials; personnel; facilities, materials, and equipment; community involvement; subcontracting; budget requirements; evaluation; dissemination; and local commitment, plus a selected bibliography on bilingual education.) (JS)

Descriptors: *Bilingual Education/ College School Cooperation/ *Cooperative Programs/ Grade 1/ Inservice Teacher Education/ Instructional Materials/ Paraprofessional School Personnel/ Preservice Teacher Education/ Program Development/ School Community Relationship/ Spanish Americans/ State Programs

Identifiers: *New Jersey

ED031350 RC003568

Proceedings of the Conference on Increasing Opportunities for Mexican American Students in Higher Education (Los Angeles Harbor College, California, May 15-17, 1969).

Franklin, Mayer J., Ed.; And Others

California State Coll., Long Beach.

May 1969 67p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: United Mexican American Students (UMAS), California State College, Long Beach, California 90801.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDEC69

The conference was conducted in order to propose solutions to the problems that confront the Mexican American student in higher education in areas of recruitment, retention, and financial assistance. Colleges and universities from 5 Southwestern states sent teams (student, faculty member, administrator, junior college representative, high school counselor, and representative of the Mexican American community) to participate in the conference. The conference proceedings present: the keynote address given by Armando Rodriguez, Chief of Mexican American Affairs Unit in the U. S. Office of Education; selected remarks by various participants; and an address by Philip Montez, Regional Director, Los Angeles, United States Civil Rights Commission. Suggestions taken from the general session, the problems and issues discussed in the workshops, and the resolutions passed by the conference are given. Selected remarks from the closing address given by Father Henry J. Casso, Vicar of Urban Affairs, San Antonio, Texas, conclude the report. (CM)

Descriptors: Bilingualism/ College Admission/ *Conference Reports/ Counseling/ Cultural Awareness/ Disadvantaged Youth/ *Educational Opportunities/ Educational Problems/ Equal Education/ Federal Programs/ Financial Support/ *Higher Education/ *Mexican Americans/ *School Holding Power/ Sensitivity Training/ Testing/ Workshops

ED031348 RC003565

Mexican Americans on the Move--Are Teacher Preparation Programs in Higher Education Ready?

Karr, Ken; McGuire, Esther

1969 30p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDEC69

Failure of the educational system to provide for the Mexican American student can be seen by his dropout rate which is twice that of the national average and by his schooling ratio which is 8 years compared to 12 years for the average Anglo. In order to solve the problems of the low-income, bicultural, bilingual Mexican American student, higher education must prepare teachers who can cope with cultural, psychological, and linguistic conflicts. To be effective in solving these problems a teacher needs training: (1) to understand the dysfunctions between the values of the Mexican American culture and that of the Anglo; (2) in counseling the particular difficulties of this group; and (3) in linguistics and courses on how to teach English as a second language. (RH)

Descriptors: *Academic Achievement/ Anglo Americans/ Biculturalism/ Bilingual Students/ Counseling/ Culture Conflict/ *Dropout Rate/ Education/ Emotional Problems/ English (Second Language)/ *Higher Education/ Language Handicaps/ Linguistics/ Low Income Groups/ Mexican American Education/ *Mexican Americans/ *Teacher Education/ Values

DIALOG File1: ERIC - 66-80/Dec (Item 120 of 132) User 1210 29jan81

ED031323 RC003433
The Needs of the Chicano on the College Campus.
Gomez, Anna Nieto; Vasquez, J. Anthony
California State Coll., Long Beach.
May 1969 26p.; Paper presented at Conference on Increasing Opportunities for Mexican American Students in Higher Education (Long Beach, California, May 15-17, 1969)
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: Dr. Mayer J. Franklin, School of Education, California State College, Long Beach, California 90801
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEDEC69

The problems of the Chicano (Mexican American) student on the college campus can be alleviated in the following ways: (1) summer institutes for incoming freshmen providing bilingual classes, bilingual teachers, and remedial English; (2) an orientation program to make the student aware of the bureaucratic procedures of a university; (3) a counseling system whereby upper division Chicanos would advise and help entering students; (4) free health facilities provided for the Chicano student to ease his financial burden; (5) less expensive housing on campus, or rent supplement programs subsidized by the Federal Government; (6) more extensive financial aid programs or expansion of existing programs, such as National Defense Education Act loans and Educational Opportunity Grants; and (7) changes in the Selective Service System because of discriminatory practices against Mexican American students. Related documents are RC 003 429, RC 003 431, RC 003 432 and RC 003 436. (RH)

Descriptors: *Bilingual Students/ Bilingual Teachers/ College Freshmen/ College Housing/ Counseling/ *English (Second Language)/ Institutes (Training Programs)/ Language Handicaps/ *Mexican Americans/ Military Service/ Minority Group Teachers/ Post High School Guidance/ School Health Services/ Student Costs/ Student Loan Programs/ *Student Needs / Summer Programs/ *Universities
Identifiers: *Chicanos

ED029728 RC003423
Teachers and Counselors for Mexican American Children.
Ainsworth, C.L., Ed.
Southwest Educational Development Lab., Austin, Tex.; Texas Technological Coll., Lubbock.
1969 137p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT69

The main problems confronting teachers of Mexican American children are the language and cultural barriers. Mexican American children are often limited in communication skills in both Spanish and English and hold different values and life styles than the Anglo American teacher. The "live now" attitude, which is characteristic of Latin cultures, instead of putting off gratification of desires that is part of the Protestant ethic, frustrates many teachers. Teachers, preferably from Spanish-speaking background, should be trained in both Spanish and English. Historical origin and background, cultural characteristics and basic values and aspirations of the Mexican American culture, as well as linguistics, should be included in teacher education. School counselors, should possess guidance skills to help solve Mexican American students' problems of role acceptance, self-concept, and social values. Finally, in the acculturation of the culturally disadvantaged Mexican American, a pluralistic goal is desirable which maintains the existence and identity of the minority instead of assimilationist aims. Included is a 75-page bibliography. (RH)

Descriptors: *Acculturation/ Anglo Americans/ Aspiration/ Bilingual Teachers/ Cultural Background/ Disadvantaged/ Educationally Disadvantaged/ English (Second Language)/ Ethnic Groups/ Language Handicaps/ Linguistics/ *Mexican Americans/ Minority Group Children/ *Minority Group Teachers/ *School Counseling/ Spanish Speaking/ *Teacher Education/ Values

ED025801 CG003457
Los Angeles Unified School District Esea Title I Components--Summer 1968. Evaluation Reports.
Los Angeles City Schools, Calif. Research and Development Section.
23 Oct 1968 333p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF02/PC14 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUN69
This volume contains evaluation reports of programs implemented primarily during the summer of 1968, in the Los Angeles Unified School District, funded through Title I of the Elementary and Secondary Education Act. Elementary level programs concentrated on educational enrichment, the development of staff in the areas of human relations and instructional techniques, and the development of new curriculum materials. Programs at the secondary level emphasized instruction, curriculum, and counseling workshops, an incentive program for students with foreign language backgrounds, and a pilot administration-training component. Special education efforts were focused on experimentation and development of the assessment-service center concept. Supportive services efforts were directed toward neglected and delinquent youngsters housed in institutions, multicultural leadership camp programs, and the strengthening of school-community relations through conversational Spanish workshops, a human relations workshop, teacher training in the coordination of volunteer services, and a guide for education aides. (Author/BP)
Descriptors: Administrator Qualifications/ Bilingual Students/ Cooperative Programs/ Curriculum Development/ Enrichment Activities/ *Human Relations Programs/ Inservice Education/ *Instructional Improvement/ *Program Evaluation/ Student Motivation

ED023494 95 RC000788
The Lincoln Project: A Study of the Educational Program of a Junior High School in a Transitional Neighborhood. A Report of the Lincoln Guidance Research Project.
Segel, David; Ruble, Ronald A.
Albuquerque Public Schools, N. Mex.
1962 44p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR69
The Lincoln Guidance Research Project, funded by the National Defense Education Act, studied a group of junior high school students in a transitional neighborhood with major emphasis on educational needs of students who will find employment in service occupations. Recommendations included intensive remedial work at the seventh grade level, continual evaluation of students' progress throughout the junior high grades, increased guidance and counseling staff, and a third curriculum choice at the tenth grade level, in addition to college preparation and vocational education. It was proposed that students with less than high school capabilities enter a two-year intensive work-experience training program in preparation for vocational opportunities which do not require high school graduation for employment. Test results, questionnaires, and rating forms used in the study are included as appendices. (JH)
Descriptors: *Bilingual Students/ *Career Counseling/ *Curriculum/ Economically Disadvantaged/ *Grade 9/ Motivation/ Remedial Programs/ School Counseling/ *Service Occupations/ Spanish Speaking/ Student Evaluation
Identifiers: *Albuquerque Public Schools NM

ED021670 RC002538
Focus on Innovation.
Hughes, John F.; And Others
California State Dept. of Education, Sacramento. Office of Compensatory Education.
Jan 1968 24p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJAN69
Summer educational programs held in 7 California school districts and funded by Title I, ESEA, are described in this issue of Focus on Innovation. Programs of remedial instruction and enrichment were developed to assist the educationally disadvantaged, primarily in the area of communication skills. Selection of students, framework of the programs, and evaluation processes are discussed. An extract from an interview with John F. Hughes, Director of the Division of Compensatory Education, U.S. Office of Education, is presented relative to federal funding of summer programs. (JEH)
Descriptors: Bilingual Students/ *Communication Skills/ *Compensatory Education/ Disadvantaged/ Educationally Disadvantaged/ English (Second Language)/ Enrichment Activities/ Individual Counseling/ Individual Instruction/ Instructional Innovation/ Integrated Activities/ *Migrant Children/ Outdoor Education/ Remedial Instruction/ *Spanish Speaking/ *Summer Programs
Identifiers: Elementary Secondary Education Act/ Elementary Secondary Education Act Title I/ Office of Economic Opportunity

ED018286 RC002332
BILINGUALISM--FROM THE VIEWPOINT OF THE ADMINISTRATOR AND COUNSELOR.
GAARDER, BRUCE ; AND OTHERS
04NOV1966 18P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT
BILINGUAL SCHOOLING CAN BE DEFINED AS THE TEACHING OF ALL OR A FEW SUBJECTS (OVER AND ABOVE ENGLISH AND SPANISH THEMSELVES) THROUGH BOTH TONGUES, WHICH IS DISTINCTLY DIFFERENT THAN THE TEACHING OF A SECOND LANGUAGE AS AN ISOLATED SUBJECT. THE BILINGUAL SCHOOLS AT LAREDO, TEXAS, HAVE SUCCEEDED IN CREATING AN EFFECTIVE, "TWO-WAY," MIXED BILINGUAL SCHOOL SYSTEM, GIVING EQUAL TIME TO SPANISH AND ENGLISH. THE CORAL WAY SCHOOL, ANOTHER BILINGUAL SCHOOL LOCATED IN MIAMI, FLORIDA, IS ALSO "TWO-WAY," PROVIDING ABOUT EQUAL TIME FOR THE 2 LANGUAGES. HOWEVER, FROM GRADE 1 THROUGH GRADE 3, THERE IS CONSIDERABLY LESS MIXING OF THE 2 CULTURAL GROUPS. THE MOST DIFFICULT PROBLEM IN BILINGUALISM IS THAT OF GAINING FAVORABLE ADMINISTRATIVE ATTITUDE AND POLICY. BILINGUAL SCHOOLING IS PROFITABLE BECAUSE IT MAKES FOR SUPERIOR EDUCATIONAL ACHIEVEMENT AND STUDENTS CAN BEST LEARN THROUGH THEIR MOTHER TONGUE. THROUGH THIS APPROACH, BICULTURALISM CAN BE ACHIEVED, RATHER THAN THE CUTTING OF TIES FROM THE ORIGINAL CULTURE. A SUPPORTING BIBLIOGRAPHY IS INCLUDED, AND AN APPENDIX WHICH DESCRIBES A NUMBER OF BILINGUAL PROJECTS IN VARIOUS SCHOOLS. THIS PAPER WAS DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 4-5, 1966. (ES)
Descriptors: Achievement/ Anglo Americans/ Bibliographies/ *Bilingualism/ Bilingual Students/ Counselors/ Culture/ Education/ English (Second Language)/ Language/ Learning/ Mexican American Education/ Mexican Americans/ Projects/ Schools/ *Second Language Learning/ Spanish/ *Spanish Americans/ Teaching

ED017387 RC002395
BILINGUAL EDUCATION IN NEVADA.
ANDERSON, MERLIN D.
10NOV1967 2P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT
PROGRAMS OF BILINGUAL EDUCATION, SUPPORTED BY FEDERAL GRANTS, ARE PRESENTLY ATTEMPTING TO ALLEVIATE LANGUAGE AND CULTURAL EXPERIENCE DEPRIVATION IN THE MINORITY ETHNIC GROUPS OF NEVADA, INCLUDING MIGRANTS, INDIANS, AND IMMIGRANTS FROM CUBA, MEXICO, AND PUERTO RICO. MOST OF THESE FAMILIES ARE ECONOMICALLY DEPRIVED AND LACK AMERICAN CULTURAL EXPERIENCE. JOINT PARENT AND CHILD SESSIONS ARE CONDUCTED WITH DEMONSTRATIONS OF FINE ARTS, FILM DOCUMENTARIES, ORGANIZED RECREATIONAL ACTIVITIES, AND GROUP COUNSELING. NO EVALUATION OF THE PROGRAMS IS AVAILABLE AT THIS TIME. THIS REPORT WAS DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 10-11, 1967. (WN)
Descriptors: *Bilingualism/ *Cultural Education/ Disadvantaged/ Economically Disadvantaged/ English (Second Language)/ *Ethnic Groups/ *Federal Aid/ *Migrants/ Parent Student Relationship
Identifiers: Nevada State Department of Education

ED016435 FL000719
BILINGUALISM, ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS (3RD, EL PASO, NOVEMBER 4-5, 1966). REPORTS.
STUBING, CHARLES, ED.
Southwest Council of Foreign Language Teachers.
1966 64P.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT
INCLUDED ARE REPORTS AND REPORT SUMMARIES ON BILINGUALISM IN TERMS OF (1) THE ADMINISTRATIVE AND COUNSELING VIEWPOINTS, (2) PROGRAMS, METHODS, AND MATERIALS, AND (3) RECRUITMENT AND PREPARATION OF BILINGUAL TEACHERS. THE FIRST REPORT DEFINES BILINGUAL SCHOOLING, PRESENTS FIVE VARIABLES AFFECTING SUCH SCHOOLING, ANALYZES SPECIFIC SCHOOL SITUATIONS, AND RECOMMENDS SECOND LANGUAGE LEARNING PRINCIPLES. THE ADVANTAGES OF BILINGUALISM AND OBJECTIVES OF THE SOUTHWEST COUNCIL PROGRAM ARE DISCUSSED. THE SECOND REPORT CONTAINS A SELECTED BIBLIOGRAPHY ON BILINGUALISM, OBJECTIVES FOR A BILINGUAL PROGRAM, A PRELIMINARY LIST OF MATERIALS, AND TENTATIVE GUIDELINES FOR A BILINGUAL CURRICULUM. THE THIRD REPORT COVERS THE DEVELOPMENT OF LANGUAGE SKILLS FOR BILINGUALS, INTERCULTURAL PROBLEMS AND THE TEACHER OF ENGLISH AS A SECOND LANGUAGE, TESL GUIDELINES FOR TRAINING STUDENT TEACHERS, RECRUITMENT AND TRAINING OF BILINGUAL TEACHERS IN MIAMI, AND PREPARATION OF TEACHERS FOR THE DISADVANTAGED. (AF)
Descriptors: Administrative Policy/ Bibliographies/ *Bilingualism/ Bilingual Schools/ Bilingual Students/ *Conference Reports/ Counselors/ Culture Conflict/ Curriculum Design/ Disadvantaged/ English (Second Language)/ Instructional Materials/ *Intercultural Programs/ *Language Instruction/ Language Programs/ Language Skills/ Language Teachers/ *Second Language Learning/ Student Teaching/ Teacher Education/ Teacher Recruitment/ Teaching Methods

ED002650

THE SCHOOL AND THE MIGRANT CHILD--A SURVEY INTERPRETED.

National Committee on the Education of Migrant Children, Washington, D.C.

OCT1963 6P.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: DH6667

A SURVEY CONDUCTED TO SECURE INFORMATION ON CONDITIONS AFFECTING MIGRANT CHILDREN IS PRESENTED. A FIVE-PART QUESTIONNAIRE DELINEATES THE NUMBER OF MIGRANT CHILDREN IN A GIVEN STATE, THEIR PARTICIPATION IN REGULAR AND SUMMER TERMS, AND NEEDS AND PROBLEMS CONNECTED WITH THEIR CLASSROOM ATTENDANCE. THE QUESTIONNAIRE HAS BEEN SENT TO DEPARTMENTS OF EDUCATION IN 48 STATES, AND TO CHURCH AGENCIES, GOVERNORS' COMMITTEES AND CITIZENS' COMMITTEES IN 10 STATES. FEW AGENCIES KNOW HOW MANY CHILDREN ENTER OR LEAVE THE STATE, AND FEW KEEP STATISTICS ON SCHOOL PROGRESS. MOST RESPONDENTS RECOGNIZE THAT MIGRANT CHILDREN ARE RETARDED, BUT ARE UNSURE OF, OR INDIFFERENT TO, THE MEANS TO IMPROVE EDUCATIONAL OPPORTUNITIES FOR THIS DISADVANTADED GROUP. THE MIGRANT CHILD IS DISADVANTAGED IN MANY WAYS. MOVING FROM DISTRICT TO DISTRICT, HE IS FREQUENTLY UNTOUCHED BY ATTENDANCE LAWS, UNWELCOMED IN THE CLASSROOM WHERE HIS PRESENCE CREATES MANY AND DIFFICULT PROBLEMS FOR THE TEACHER, AND IGNORED BY HIS CLASSMATES BECAUSE OF HIS LACK OF SOCIAL AWARENESS COMPARABLE TO THEIR OWN. OFTEN SPANISH-SPEAKING, HE FINDS FEW BILINGUAL TEACHERS WHEN HE TRAVELS AND SELDOM ENCOUNTERS A COUNSELOR TO ENCOURAGE OR MOTIVATE HIM TOWARD AN EDUCATION. RETARDED IN GRADE FROM 2 TO 3 YEARS, A RETARDATION INCREASING WITH HIS AGE, THE MIGRANT CHILD BECOMES AN EARLY SCHOOL DROPOUT. UNPROTECTED BY CHILD LABOR LAWS, HE TAKES HIS PLACE BESIDE HIS PARENTS, WORKING TO ADD TO THE FAMILY INCOME AND BECOMING IN TIME ANOTHER CIPHER IN HEALTH AND WELFARE STATISTICS. BECAUSE OF THE ESCALATING SOCIAL, ECONOMIC, AND HUMAN COSTS REPRESENTED BY THE UNEDUCATED MIGRANT CHILD, WAYS NEED TO BE FOUND QUICKLY TO PROVIDE HIM WITH THE BASIC EDUCATIONAL SKILLS NECESSARY IN A RAPIDLY CHANGING NATION.

Descriptors: Bilingual Students/ *Child Labor/ *Disadvantaged/ *Handicapped Children/ Labor Legislation/ *Mental Retardation/ *Migrant Education/ *Spanish Speaking

Identifiers: New York (New York)

ED002513

CONFERENCE ON THE EDUCATION OF SPANISH-SPEAKING CHILDREN AND YOUTH.

EIDE, CARLA ; NANCE, AFTON D.

Decoto Elementary School District, Union City, Calif.

APR1963 1p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Journal Announcement: DH6667

REPORTS INCLUDE--PROVIDING A KINDERGARTEN PROGRAM THAT IS FLEXIBLE AND MEETS A WIDE RANGE OF INTERESTS AND NEEDS, GUIDING SPANISH-SPEAKING CHILDREN AND YOUTH THROUGH ACHIEVING BETTER UNDERSTANDING, USING STANDARDIZED TESTS OF INTELLIGENCE AND ACHIEVEMENT WITH SPANISH-SPEAKING PUPILS TO OBTAIN THE MOST VALID RESULTS, HELPING CHILDREN TO READ BY ARRANGING SPECIAL CLASSES TO PROVIDE MANY EXPERIENCES AND MOTIVATIONAL ACTIVITIES, TEACHING ENGLISH AS A SECOND LANGUAGE USING THE AUDIOLINGUAL METHOD AND FOLLOWING THE SEQUENCE OF UNDERSTANDING, SPEAKING, READING, AND WRITING, USING THE AUDIOLINGUAL METHOD OF LISTEN AND RESPOND TO TEACH ENGLISH AS A SECOND LANGUAGE, REPORTING PUPIL PROGRESS TO PARENTS BY MEANS OF REPORT CARDS, ACHIEVEMENT GRADING, AND ABILITY GRADING, GAINING THE CONFIDENCE OF PARENTS AND PUPILS THROUGH AN UNDERSTANDING OF SUCH PROBLEMS AS ECONOMIC NEEDS, SOCIAL AND CULTURAL DIFFICULTIES, AND DIFFERENCES AMONG MEXICAN-AMERICAN FAMILIES, PROVIDING FOR HEALTH NEEDS THROUGH THE ESTABLISHMENT OF GOOD RAPPORT WITH MEMBERS OF THE MEXICAN-AMERICAN COMMUNITY, IN ORDER TO BREAK DOWN BARRIERS TO THE EFFICIENT PERFORMANCE OF FUNCTIONS, BUILDING GOOD CITIZENSHIP BY REALISTICALLY TEACHING CHILDREN THE VALUES AND EXPECTATIONS OF THEIR NEW CULTURE AS IT RELATES TO EMPLOYMENT, HELPING SPANISH-SPEAKING YOUTH TAKE ADVANTAGE OF OPPORTUNITIES FOR HIGHER EDUCATION THROUGH EARLY IDENTIFICATION OF DROPOUTS, SMALL CLASSES, TO PROVIDE A SUCCESSFUL EDUCATIONAL EXPERIENCE THROUGH WHICH SPANISH-SPEAKING CHILDREN COULD TAKE ADVANTAGE OF THEIR OWN ABILITIES.

Descriptors: Audiolingual Methods/ Bilingual Students/ Career Opportunities/ *Community Relations/ Cultural Differences/ Cultural Enrichment/ *Disadvantaged/ Dropout Characteristics/ English/ Health Services/ *Kindergarten/ *Mexican Americans/ School Counseling/ Spanish

ED001503
STATEMENT OF PHILOSOPHY AND POLICY AS THEY PERTAIN TO THE ACCULTURATION AND EDUCATION OF THE MEXICAN-AMERICAN.
LEON, MARCOS DE
1964 14P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6667
A STATEMENT OF PRINCIPLES PERTAINING TO THE EDUCATION AND ACCULTURATION OF MEXICAN-AMERICANS WAS PRESENTED. INCLUDED WAS ACCEPTANCE OF THE REALITY OF THE ANGLO-SAXON AND HISPANIC ETHIC IN THE SOUTHWEST, USE OF THIS CULTURAL BUFFER AREA AS A FRAMEWORK FOR ACCULTURATION OF THE TWO GROUPS, AND RECOGNITION OF A FUNCTIONAL THEORY OF CULTURE AS IT RELATES TO THE GROWTH OF HUMAN PERSONALITY. RECOMMENDATIONS TO FURTHER THESE PRINCIPLES INCLUDED THE IMPLEMENTATION OF A COUNSELING PROGRAM. COUNSELORS WERE TO SERVE AS LIAISONS BETWEEN THE SCHOOL AND COMMUNITY, TO STRENGTHEN A STUDENT'S CULTURAL AWARENESS AND SELF-IMAGE, AND TO ESTABLISH A DEFINITE AND SPECIFIC PROGRAM FOR COMPENSATORY EDUCATION. ORGANIZATION OF AN ADULT EDUCATION PROGRAM IS RECOMMENDED. ALSO RECOMMENDED WERE ORGANIZATION OF--AN ADULT EDUCATION PROGRAM, GUIDANCE AND TESTING SERVICES, AN EXPANDED VOCATIONAL PROGRAM IN THE HIGH SCHOOL.
Descriptors: *Acculturation/ Adult Education/ Bilingualism/ *Compensatory Education/ *Counseling Services/ Cultural Awareness/ Educationally Disadvantaged/ *Educational Philosophy/ Educational Principles/ Ethnic Groups/ *Mexican Americans/ School Community Relationship/ Self Concept/ Vocational Education

ED001497
MEXICAN-AMERICAN EDUCATION COMMITTEE OF METROPOLITAN LOS ANGELES.
1963 5P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6667
THE STATEMENTS OF PHILOSOPHY AND POLICY OF THE MEXICAN-AMERICAN EDUCATION COMMITTEE INCLUDED (1) ACCEPTING THE PURPOSES OF EDUCATION IN AMERICAN DEMOCRACY AS DEFINED BY THE EDUCATIONAL POLICIES COMMISSION AS BASIC PRINCIPLES, (2) RECOGNIZING THE "CULTURE WITHIN A CULTURE" CONCEPT, AND (3) RECOGNIZING THAT THE FUNCTION OF THE SCHOOL IS TO PERPETUATE THE CORE OF VALUES AND INSTITUTIONS OF THE PARTICULAR CULTURE. TO HELP THE ACCULTURATION PROCESS, THE "SCHOOL-COMMUNITY IDEA" SHOULD BE CONSIDERED IN GREATER DEPTH AND CULTURAL AWARENESS AND SELF-IMAGE SHOULD BE STRENGTHENED. SPANISH SHOULD BE TAUGHT AS EARLY AS POSSIBLE ON THE ELEMENTARY SCHOOL LEVEL, A PROGRAM OF COMPENSATORY EDUCATION SHOULD BE INSTITUTED, AND BILINGUAL TEACHERS, COUNSELORS, AND ADMINISTRATORS SHOULD BE HIRED.
Descriptors: Bilingual Students/ *Compensatory Education/ Cultural Background/ *Cultural Differences/ Cultural Influences/ Elementary Education/ *Language Instruction/ *Mexican American Education/ Mexican Americans/ *School Community Programs/ *School Personnel/ Spanish
Identifiers: CALIFORNIA/ California (Los Angeles)

ED001493
BICULTURAL LINGUISTIC CONCEPTS IN EDUCATION. A HANDBOOK OF SUGGESTIONS, PRIMARY TO ADULT, FOR THE CLASSROOM TEACHER, THE GUIDANCE COUNSELOR, THE ADMINISTRATOR.
LEIGHTON, E. ROBY
1964 65P.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6667
A SUMMER WORKSHOP CONCERNED WITH THE EDUCATION OF THE SPANISH- AND INDIAN-SPEAKING STUDENTS OF NEW MEXICO AND ARIZONA MET IN TUCSON, ARIZONA, TO ESTABLISH OBJECTIVES REGARDING THESE CHILDREN AND THEIR SPEAKING PROBLEMS. THE STUDENTS WERE DROPPING OUT OF SCHOOL AS A RESULT OF ACADEMIC AND SOCIAL FAILURE AND FRUSTRATION. BICULTURAL GUIDANCE, AN APPROACH INVOLVING BOTH THE TEACHER AND THE COUNSELOR, WAS SUGGESTED. THE BROAD DIFFERENCES IN THE CULTURAL PATTERNS OF VALUE ORIENTATION WERE RECOGNIZED. SOMETIMES THE TEACHER MAY MISJUDGE A STUDENT'S MOTIVATION. THE TEACHER SHOULD REALIZE THAT MANY CULTURALLY DIFFERENT STUDENTS HAVE A HOPELESS ATTITUDE BECAUSE OF A DEEP-SEATED SENSE OF INFERIORITY GROWING FROM THEIR COMPETITION WITH ANGLO-AMERICAN STUDENTS. IN THE AREA OF ORAL COMMUNICATION, THE TEACHER SHOULD EMPHASIZE INTONATION-PITCH, JUNCTURE, AND RHYTHM. HE SHOULD HELP STUDENTS MASTER THE SKILLS OF GRAMMAR, IDIOMS, AND IDIOMATIC USAGE. ENRICHMENT ACTIVITIES, SUCH AS CARDS AND FILMS, SHOULD BE UTILIZED. THE USE OF ART AND DRAMA FOR LANGUAGE LEARNING HAS PROVEN BENEFICIAL IN THE TRANSFERENCE OF SELF-DEVELOPED DRAWINGS TO VERBALIZATION. WITH THE USE OF DRAMATIZATION, A PLOT ONCE ESTABLISHED, COULD MODIFY AND CORRECT POOR SENTENCE PATTERNS. IN ART AND DRAMA, CULTURAL VALUES (DIFFERENCES AND SIMILIARITIES) COULD BE EXPLAINED, DISCUSSED AND EVALUATED. SOME OF THE REASONS THAT SPANISH AND INDIAN STUDENTS HAVE DIFFICULTY WITH LANGUAGE IS THAT THEY EXPERIENCE BASIC CONFUSION ABOUT SPEECH SOUNDS. REMEDIAL PROGRAMS SHOULD BE AIMED AT THE NEEDS OF THESE STUDENTS.
Descriptors: American Indians/ *Bilingual Students/ Cultural Differences/ *Dropout Attitudes/ Language Skills/ Spanish/ *Speech Communication/ Speech Skills/ Student Attitudes/ *Teaching Guides/ *Teaching Methods
Identifiers: ARIZONA/ Arizona (Tucson)

Print 27/5/1-178
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EJ228492 PS509720
Profiles of Youthliners and Issues Relating to a Telephone Counseling Service in a New Zealand City.
Drummond, Wilhelmina J.
Adolescence, v15 n57 p159-70 Spr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Describes the results of a survey on characteristics of Youthliners, adolescent peer counselors who staff a hotline service in New Zealand. (SS)
Descriptors: *Adolescents/ *Adults/ Attitudes/ *Crisis Intervention/ Foreign Countries/ *Hotlines (Public)/ Individual Characteristics/ *Peer Counseling/ Program Descriptions/ Surveys
Identifiers: New Zealand

EJ225475 EA512998
Peer Counseling in the Middle School: A Model Program.
Grady, Joan Butterworth
Phi Delta Kappan, v61 n10 p710 Jun 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Describes the successful implementation of the Models at Prevention program in peer counseling in Colorado's Laredo Middle School, including the initial and ongoing training of peer counselors, and the range of tasks assigned to peer counselors. (PGD)
Descriptors: Junior High Schools/ Middle Schools/ *Peer Counseling/ Program Descriptions
Identifiers: Laredo Middle School CO

EJ223408 CG518589
Using High School Peer Counselors to Work with College Representatives.
Austin, Dolores Kable
Journal of the National Association of College Admissions Counselors, v24 n3 p40 May 1980
Language: English
Document Type: JOURNAL ARTICLE (080)
Norridge High School counselors developed a program using peer counselors to obtain and share information from college representatives. After initial training sessions they interviewed the representatives, posted descriptions of the colleges, and answered students' questions. (JAC)
Descriptors: *Admissions Officers/ *College Admission/ College Bound Students/ College Choice/ College Preparation/ *College School Cooperation/ *Interpersonal Relationship/ *Peer Counseling/ School Counselors/ Secondary Education
Identifiers: *Illinois (Norridge)

EJ223344 CG518525
A Humanistic Peer Counseling Model For Use in the Upper Elementary or Secondary Schools.
Raiche, Bernard M.
Humanist Educator, v18 n2 p88-96 Dec 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Discusses value of peer counseling for children and adolescents and provides model for development of peer counseling programs. Includes selection and training of peer counselors, counselor-client needs, evaluation, documentation and institutionalization of peer counseling programs. Emphasizes special relationship obtainable between peer counselors and clients. (NRB)
Descriptors: *Counselor Client Relationship/ Counselor Selection/ *Counselor Training/ Elementary Secondary Education / *Helping Relationship/ Interpersonal Relationship/ *Peer Counseling/ *Program Development/ Program Evaluation/ Students

EJ223123 CG518304
Longitudinal Evaluation of Service Demand at a University Peer Counseling Center.
Hinrichsen, James J.; Zwibelman, Barry B.
Journal of Counseling Psychology, v26 n2 p159-63 Mar 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examines changes in user service demand at a college-based peer counseling center. More detailed analyses describe changes in both absolute and relative frequency of demand for services, mode of access (telephone or walk-in) to services, and types of problems presented by males and females. (Author)
Descriptors: College Students/ *Guidance Centers/ *Higher Education/ *Needs Assessment/ *Peer Counseling/ *Program Evaluation/ Sex Differences/ Student Problems/ *Use Studies

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EJ219909 JC502061
Counseling for Development.
Eisele, G. Richard
New Directions for Community Colleges, v8 n1 p31-38 Spr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Recommends that counseling services for lifelong learners at community colleges focus on developmental needs and be integrated with other programs of the college. Discusses the personal characteristics of the counselor/educator and proposes a peer group counseling model. (JM)
Descriptors: *Adult Counseling/ Adult Education/ Adult Learning/ Adult Programs/ Community Colleges/ Counselor Characteristics/ *Educational Counseling/ Educational Responsibility/ *Group Counseling/ *Guidance/ Individual Development/ Lifelong Learning/ *Peer Counseling
Identifiers: Community College of Vermont

EJ216951 SP509275
"Angel Dust": An Overview of Abuse Patterns and Prevention Strategies.
Petsonk, Carol A.; McAlister, Alfred L.
Journal of School Health, v49 n10 p565-68 Dec 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
The use of peer guidance to prevent misuse of the drug phencyclidine is suggested. (LH)
Descriptors: Adolescents/ Behavior Patterns/ *Drug Abuse/ *Drug Education/ *Intervention/ *Peer Counseling/ Prevention/ *Role Models

EJ216545 JC502038
An Application of Formative Research in Psychological Education.
Exum, Herbert A.
Community/Junior College Research Quarterly, v4 n1 p9-19 Oct-Dec 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Reports on a study to: (1) design, implement, and evaluate an undergraduate peer-helping program curriculum with the major objective of facilitating cognitive/affective maturity and (2) test the effectiveness and practicality of using formative research in designing and evaluating the program. Discusses findings and implications. (AYC)
Descriptors: *Educational Programs/ *Formative Evaluation/ Individual Development/ Maturation/ *Peer Counseling/ *Peer Teaching/ Program Descriptions/ Program Design/ Program Evaluation/ Psychology/ Tutoring/ *Tutors/ *Two Year Colleges/ Two Year College Students

EJ213899 CG517156
Peer and Professional Counselors: Prisoners' Preferences and Evaluations.
Cahill, Thomas J.; And Others
Criminal Justice and Behavior, v6 n4 p400-15 Dec 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Inquired into prisoners' preference for and evaluation of peer counselor inmates trained in counseling or professional counselors, through use of videotaped, simulated counseling vignettes. Barron's Ego Strength Scale was not a useful predictor of inmates' preference. Several subjects preferred professional counselors; however, this did not lead to more favorable evaluations. (Author/BEF)
Descriptors: Correctional Education/ *Correctional Rehabilitation/ *Counselor Evaluation/ Counselors/ *Peer Counseling/ Peer Evaluation/ *Prisoners/ *Rehabilitation Counseling
Identifiers: *Barrons Ego Strength Scale

EJ213826 CG517083
The Tutor Counselor: A New Role Model.
Blustein, David L.; Burton, Yvonne
College Student Journal, v13 n4 p360-62 Win 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Successful disadvantaged college students were used as peer tutor-counselors in a program designed to meet the needs of incoming disadvantaged freshmen. Retention rates were compared to a group of disadvantaged students without peer tutor-counselors. The higher rate of retention by the group utilizing tutor-counselors is discussed along with implications. (Author/BEF)
Descriptors: College Students/ *Disadvantaged Youth/ Higher Education/ Intervention/ *Peer Counseling/ Peer Relationship/ Retention (Psychology)/ *Role Models/ Tutorial Programs/ *Tutors

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ED040245 UD010185
Cross-Cultural Approaches to Research on Minority Group Education.
Singleton, John
21 Nov 1969 18p.; Paper presented at the 68th Annual Meeting of American Anthropological Association, New Orleans, La., November 21, 1969
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT70
Comparative studies of education, discrimination, and poverty in cross-cultural context are held as contributing towards a better understanding of the social nature of poverty and the complex processes of cultural transmission, continuity, and change. Seven strategies or models of research are suggested: (1) study of secondary and tertiary socialization in schools; (2) inquiry into the relationship of minority group language and conceptual styles to learning; (3) consideration of education's relationship to needs of the adolescent in societal initiation and personal identity; (4) study of patterns of minority group interaction with school; (5) systematic description of options and requirements for diversity offered through the schools, such as counseling, discipline, vocational-academic curricula, and bilingual and bicultural schooling; and, (7) study of education as a social problem, i.e. how the school fails, instead of how students fail. (KG)
Descriptors: Adolescents/ Bilingual Education/ Black Students/ Conformity/ Counseling/ *Cross Cultural Studies/ Cultural Interrelationships/ Culture Conflict/ Disadvantaged Youth/ *Ethnology/ Group Dynamics/ Identification (Psychology) / Japanese Americans/ *Minority Groups/ Puerto Ricans/ Social Values/ *Sociocultural Patterns/ *Urban Education/ Vocational Education

ED038461 UD009926
Compensatory Education Programs; Activities in Nevada, 1969. ESEA Title I.
Nevada State Dept. of Education, Carson City.
1969 47p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG70
This report is comprised of a series of descriptions of compensatory education programs. Programs included provision of: health information, health examinations and follow-up treatment, individualized counseling, bilingual education, and remedial instruction. Special help programs for migrant, orphaned, emotionally disturbed, rural, and reservation Indian children, programs aimed at improving verbal and academic skills, and programs providing individualized instruction along with health services and nutritional services are described. Because the target population comprised many children from isolated areas with negative attitudes toward school, behavior modification techniques were incorporated into many programs to help students adjust to the classroom situation. A heightened sense of self-esteem and increased potential were also emphasized throughout these programs. (KG)
Descriptors: *American Indians/ Behavior Change/ *Bilingual Education/ *Compensatory Education/ Counseling Services/ Disadvantaged Youth/ Emotional Disturbances/ Federal Programs/ Handicapped Children/ Health Services/ Individualized Instruction/ Migrant Education/ Remedial Instruction/ *Rural Education/ Self Concept/ Spanish Speaking
Identifiers: *Elementary Secondary Education Act Title I/ Nevada

ED038078 24 FL001740
Bilingual Education: A Handbook for Educators. Interpretive Studies on Bilingual Education.
Ulibarri, Horacio
New Mexico Univ., Albuquerque. Coll. of Education.
Mar 1970 151p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-8-0609
Contract No.: OEC-0-080-609-4531(010)
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG70
This comprehensive handbook on bilingual education, designed to aid administrators primarily, presents program guidelines, procedures for program initiation, and an annotated bibliography. Based on analyses of some 2,000 reports on bilingual and bicultural education, the work stresses social, cultural, and psychological concepts in sections treating: (1) objectives of bilingual education programs, (2) program description, (3) teacher role, (4) materials, (5) evaluation, (6) counseling, and (7) program initiation and implementation. (RL)
Descriptors: *Annotated Bibliographies/ Biculturalism/ Bilingual Education/ *Bilingualism/ Bilingual Teachers/ Cultural Interrelationships/ Cultural Pluralism/ Educational Objectives/ *English (Second Language)/ Guidelines/ Instructional Materials/ *Language Instruction/ Program Descriptions/ Program Development/ School Counseling/ *Second Language Learning/ Sociocultural Patterns

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ED032966 RC003697

A Resource and Reference Bibliography on Teaching and Counseling the Bilingual Student.

Caskey, Owen L., Comp.; Hodges, Jimmy, Comp.

Texas Technological Coll., Lubbock. School of Education.

Mar 1968 48p.

Sponsoring Agency: Southwest Educational Development Lab., Austin, Tex.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Journal Announcement: RIEFEB70

Citations for 733 selected references published between 1914-1967 cover materials on the teaching and counseling of bilingual students. The purpose of the bibliography is to provide as extensive and helpful references as possible. Literature dealing with Indian and Mexican American children is included. Not available in hard copy due to marginal legibility of original document. (DB)

Descriptors: *American Indians/ *Bibliographies/ *Bilingual Students/ Bilingual Teachers/ *Counseling/ Disadvantaged/ English (Second Language)/ Language Instruction/ *Mexican Americans/ Minority Group Children/ Resource Materials/ Spanish Speaking

ED031436 SP002897

Proceedings of the Conference on the Use and Role of Teacher Aides (February 10-11, 1969).

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Jun 1969 135p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-6-2827

Contract No.: OEC-4-7-062827-3078

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDEC69

This document contains 21 addresses, case studies, and other conference presentations, most of them by representatives of the state departments of education and state universities in New Mexico, Oklahoma, Arizona, Colorado, Arkansas, and Texas: "Measuring Educational Progress"; "Teacher Aides--Who Needs 'Em?"; "Training of Auxiliaries and Professionals Together for Effective Team Functioning"; "The New Careers Movement--Challenge to Education"; "Arkansas' Aide-Teacher Inservice Training Approach"; "Suggested Guidelines for Supplementary Educational Personnel with Emphasis on the Relationship of Teacher and Aides in Adult Basic Education"; "Guadalupe on the Move"; "Training of Teacher Aides To Suit the Needs of Schools"; "Programed Tutoring with Teacher Aides"; "Preparing Trainers of Teacher Aides"; "The Use of Counselor Aides for Urban Areas or Inner-City Schools--from the Pilot Projects of the Roosevelt School, Phoenix"; "The Use of Volunteers in School Districts"; "The Use of Aides in Navajo Area Schools"; "Media Center Aides in Support of Instruction, Oklahoma City Public Schools"; "Attracting and Qualifying Personnel To Meet Critical Manpower Needs in Colorado"; "Teacher Aides in Action"; "The 30-Hour Program on the Training Session for Teacher Aides Conducted by the University of Arkansas"; "Training of Indian-Speaking Aides for the Head Start Program"; "Teacher Aide Training at a Local Level." (JS)

Descriptors: Adult Basic Education/ American Indians/ Bilingual Teacher Aides/ *Inservice Teacher Education/ *Paraprofessional School Personnel/ Programed Tutoring/ School Aides/ *Staff Utilization/ Teacher Aides/ *Teacher Role/ Team Teaching

Identifiers: Arizona/ Arkansas/ Colorado/ New Mexico/ Oklahoma/ Texas

ED031433 SP002875
New Jersey Bilingual Education Program. Formal Project Application.
Jersey City State Coll., N.J.; Vineland School District, N.J.
May 1969 77p.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEDEC69
Major objectives of a proposed New Jersey cooperative project are (1) to establish 10 first-grade demonstration bilingual and bicultural classes in strategic target areas throughout the state (to help Spanish-speaking children extend skills in their native language and in English); (2) to prepare preservice and inservice workshops for personnel in the project, including paraprofessionals; (3) to develop strategies for improving home, community, and school relationships; (4) to coordinate and utilize the varying EPDA and other federal monies in the state as they relate to Title VII; (5) to involve the Hispanic community in all phases of planning and program implementation and evaluation; (6) to continue cooperation efforts with Caribbean and Latin American countries in student and teacher exchange; (7) to establish appropriate programs in adult education, occupational guidance, and counseling; (8) to survey, develop, and disseminate materials of service to school districts in New Jersey and elsewhere interested in bilingual education. (Included in this program description are sections on program need; objectives; procedures; utilization of research and existing materials; personnel; facilities, materials, and equipment; community involvement; subcontracting; budget requirements; evaluation; dissemination; and local commitment, plus a selected bibliography on bilingual education.) (JS)
Descriptors: *Bilingual Education/ College School Cooperation/ *Cooperative Programs/ Grade 1/ Inservice Teacher Education/ Instructional Materials/ Paraprofessional School Personnel/ Preservice Teacher Education/ Program Development/ School Community Relationship/ Spanish Americans/ State Programs
Identifiers: *New Jersey

ED031350 RC003568
Proceedings of the Conference on Increasing Opportunities for Mexican American Students in Higher Education (Los Angeles Harbor College, California, May 15-17, 1969).
Franklin, Mayer J., Ed.; And Others
California State Coll., Long Beach.
May 1969 67p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: United Mexican American Students (UMAS), California State College, Long Beach, California 90801.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEDEC69
The conference was conducted in order to propose solutions to the problems that confront the Mexican American student in higher education in areas of recruitment, retention, and financial assistance. Colleges and universities from 5 Southwestern states sent teams (student, faculty member, administrator, junior college representative, high school counselor, and representative of the Mexican American community) to participate in the conference. The conference proceedings present: the keynote address given by Armando Rodriguez, Chief of Mexican American Affairs Unit in the U. S. Office of Education; selected remarks by various participants; and an address by Philip Montez, Regional Director, Los Angeles, United States Civil Rights Commission. Suggestions taken from the general session, the problems and issues discussed in the workshops, and the resolutions passed by the conference are given. Selected remarks from the closing address given by Father Henry J. Casso, Vicar of Urban Affairs, San Antonio, Texas, conclude the report (CM)
Descriptors: Bilingualism/ College Admission/ *Conference Reports/ Counseling/ Cultural Awareness/ Disadvantaged Youth/ *Educational Opportunities/ Educational Problems/ Equal Education/ Federal Programs/ Financial Support/ *Higher Education/ *Mexican Americans/ *School Holding Power/ Sensitivity Training/ Testing/ Workshops

ED03134R RC003565
Mexican Americans on the Move--Are Teacher Preparation Programs in Higher Education Ready?
Karr, Ken; McGuire, Esther
1969 30p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEDEC69
Failure of the educational system to provide for the Mexican American student can be seen by his dropout rate which is twice that of the national average and by his schooling ratio which is 8 years compared to 12 years for the average Anglo. In order to solve the problems of the low-income, bicultural, bilingual Mexican American student, higher education must prepare teachers who can cope with cultural, psychological, and linguistic conflicts. To be effective in solving these problems a teacher needs training: (1) to understand the dysfunctions between the values of the Mexican American culture and that of the Anglo; (2) in counseling the particular difficulties of this group; and (3) in linguistics and courses on how to teach English as a second language. (RH)
Descriptors: *Academic Achievement/ Anglo Americans/ Biculturalism/ Bilingual Students/ Counseling/ Culture Conflict/ *Dropout Rate/ Education/ Emotional Problems/ English (Second Language)/ *Higher Education/ Language Handicaps/ Linguistics/ Low Income Groups/ Mexican American Education/ *Mexican Americans/ *Teacher Education/ Values

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ED031323 RC003433
The Needs of the Chicano on the College Campus.
Gomez, Anna Nieto; Vasquez, J. Anthony
California State Coll., Long Beach.
May 1969 26p.; Paper presented at Conference on Increasing Opportunities for Mexican American Students in Higher Education (Long Beach, California, May 15-17, 1969)
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: Dr. Mayer J. Franklin, School of Education, California State College, Long Beach, California 90801
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEDEC69
The problems of the Chicano (Mexican American) student on the college campus can be alleviated in the following ways: (1) summer institutes for incoming freshmen providing bilingual classes, bilingual teachers, and remedial English; (2) an orientation program to make the student aware of the bureaucratic procedures of a university; (3) a counseling system whereby upper division Chicanos would advise and help entering students; (4) free health facilities provided for the Chicano student to ease his financial burden; (5) less expensive housing on campus, or rent supplement programs subsidized by the Federal Government; (6) more extensive financial aid programs or expansion of existing programs, such as National Defense Education Act loans and Educational Opportunity Grants; and (7) changes in the Selective Service System because of discriminatory practices against Mexican American students. Related documents are RC 003 429, RC 003 431, RC 003 432 and RC 003 436. (RH)
Descriptors: *Bilingual Students/ Bilingual Teachers/ College Freshmen/ College Housing/ Counseling/ *English (Second Language)/ Institutes (Training Programs)/ Language Handicaps/ *Mexican Americans/ Military Service/ Minority Group Teachers/ Post High School Guidance/ School Health Services/ Student Costs/ Student Loan Programs/ *Student Needs / Summer Programs/ *Universities
Identifiers: *Chicanos

ED029728 RC003423
Teachers and Counselors for Mexican American Children.
Ainsworth, C.L., Ed.
Southwest Educational Development Lab., Austin, Tex.; Texas Technological Coll., Lubbock.
1969 137p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT69
The main problems confronting teachers of Mexican American children are the language and cultural barriers. Mexican American children are often limited in communication skills in both Spanish and English and hold different values and life styles than the Anglo American teacher. The "live now" attitude, which is characteristic of Latin cultures, instead of putting off gratification of desires that is part of the Protestant ethic, frustrates many teachers. Teachers, preferably from Spanish-speaking background, should be trained in both Spanish and English. Historical origin and background, cultural characteristics and basic values and aspirations of the Mexican American culture, as well as linguistics, should be included in teacher education. School counselors, should possess guidance skills to help solve Mexican American students' problems of role acceptance, self-concept, and social values. Finally, in the acculturation of the culturally disadvantaged Mexican American, a pluralistic goal is desirable which maintains the existence and identity of the minority instead of assimilationist aims. Included is a 75-page bibliography. (RH)
Descriptors: *Acculturation/ Anglo Americans/ Aspiration/ Bilingual Teachers/ Cultural Background/ Disadvantaged/ Educationally Disadvantaged/ English (Second Language)/ Ethnic Groups/ Language Handicaps/ Linguistics/ *Mexican Americans/ Minority Group Children/ *Minority Group Teachers/ *School Counseling/ Spanish Speaking/ *Teacher Education/ Values

ED025801 CG003457

Los Angeles Unified School District Esea Title I Components--Summer 1968. Evaluation Reports.

Los Angeles City Schools, Calif. Research and Development Section.

21 Oct 1968 333p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF02/PC14 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJUN69

This volume contains evaluation reports of programs implemented primarily during the summer of 1968, in the Los Angeles Unified School District, funded through Title I of the Elementary and Secondary Education Act. Elementary level programs concentrated on educational enrichment, the development of staff in the areas of human relations and instructional techniques, and the development of new curriculum materials. Programs at the secondary level emphasized instruction, curriculum, and counseling workshops, an incentive program for students with foreign language backgrounds, and a pilot administration-training component. Special education efforts were focused on experimentation and development of the assessment-service center concept. Supportive services efforts were directed toward neglected and delinquent youngsters housed in institutions, multicultural leadership camp programs, and the strengthening of school-community relations through conversational Spanish workshops, a human relations workshop, teacher training in the coordination of volunteer services, and a guide for education aides. (Author/BP)

Descriptors: Administrator Qualifications/ Bilingual Students/ Cooperative Programs/ Curriculum Development/ Enrichment Activities/ *Human Relations Programs/ Inservice Education/ *Instructional Improvement/ *Program Evaluation/ Student Motivation

ED023494 95 RC000788

The Lincoln Project: A Study of the Educational Program of a Junior High School in a Transitional Neighborhood. A Report of the Lincoln Guidance Research Project.

Segel, David; Ruble, Ronald A.

Albuquerque Public Schools, N. Mex.

1962 44p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAR69

The Lincoln Guidance Research Project, funded by the National Defense Education Act, studied a group of junior high school students in a transitional neighborhood with major emphasis on educational needs of students who will find employment in service occupations. Recommendations included intensive remedial work at the seventh grade level, continual evaluation of students' progress throughout the junior high grades, increased guidance and counseling staff, and a third curriculum choice at the tenth grade level, in addition to college preparation and vocational education. It was proposed that students with less than high school capabilities enter a two-year intensive work-experience training program in preparation for vocational opportunities which do not require high school graduation for employment. Test results, questionnaires, and rating forms used in the study are included as appendices. (JH)

Descriptors: *Bilingual Students/ *Career Counseling/ *Curriculum/ Economically Disadvantaged/ *Grade 9/ Motivation/ Remedial Programs/ School Counseling/ *Service Occupations/ Spanish Speaking/ Student Evaluation

Identifiers: *Albuquerque Public Schools NM

ED021670 RC002538

Focus on Innovation.

Hughes, John F.; And Others

California State Dept. of Education, Sacramento. Office of Compensatory Education.

Jan 1968 24p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJAN69

Summer educational programs held in 7 California school districts and funded by Title I, ESEA, are described in this issue of Focus on Innovation. Programs of remedial instruction and enrichment were developed to assist the educationally disadvantaged, primarily in the area of communication skills. Selection of students, framework of the programs, and evaluation processes are discussed. An extract from an interview with John F. Hughes, Director of the Division of Compensatory Education, U.S. Office of Education, is presented relative to federal funding of summer programs. (JEH)

Descriptors: Bilingual Students/ *Communication Skills/ *Compensatory Education/ Disadvantaged/ Educationally Disadvantaged/ English (Second Language)/ Enrichment Activities/ Individual Counseling/ Individual Instruction/ Instructional Innovation/ Integrated Activities/ *Migrant Children/ Outdoor Education/ Remedial Instruction/ *Spanish Speaking/ *Summer Programs

Identifiers: Elementary Secondary Education Act/ Elementary Secondary Education Act Title I/ Office of Economic Opportunity

DIALOG File1: ERIC - 66-80/Dec (Item 125 of 132) User 1210 29jan81

ED018286 RC002332
BILINGUALISM--FROM THE VIEWPOINT OF THE ADMINISTRATOR AND COUNSELOR.
GAARDER, BRUCE ; AND OTHERS
04NOV1966 18P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT
BILINGUAL SCHOOLING CAN BE DEFINED AS THE TEACHING OF ALL OR A FEW SUBJECTS (OVER AND ABOVE ENGLISH AND SPANISH THEMSELVES) THROUGH BOTH TONGUES, WHICH IS DISTINCTLY DIFFERENT THAN THE TEACHING OF A SECOND LANGUAGE AS AN ISOLATED SUBJECT. THE BILINGUAL SCHOOLS AT LAREDO, TEXAS, HAVE SUCCEEDED IN CREATING AN EFFECTIVE, "TWO-WAY," MIXED BILINGUAL SCHOOL SYSTEM, GIVING EQUAL TIME TO SPANISH AND ENGLISH. THE CORAL WAY SCHOOL, ANOTHER BILINGUAL SCHOOL LOCATED IN MIAMI, FLORIDA, IS ALSO "TWO-WAY," PROVIDING ABOUT EQUAL TIME FOR THE 2 LANGUAGES. HOWEVER, FROM GRADE 1 THROUGH GRADE 3, THERE IS CONSIDERABLY LESS MIXING OF THE 2 CULTURAL GROUPS. THE MOST DIFFICULT PROBLEM IN BILINGUALISM IS THAT OF GAINING FAVORABLE ADMINISTRATIVE ATTITUDE AND POLICY. BILINGUAL SCHOOLING IS PROFITABLE BECAUSE IT MAKES FOR SUPERIOR EDUCATIONAL ACHIEVEMENT AND STUDENTS CAN BEST LEARN THROUGH THEIR MOTHER TONGUE. THROUGH THIS APPROACH, BICULTURALISM CAN BE ACHIEVED, RATHER THAN THE CUTTING OF TIES FROM THE ORIGINAL CULTURE. A SUPPORTING BIBLIOGRAPHY IS INCLUDED, AND AN APPENDIX WHICH DESCRIBES A NUMBER OF BILINGUAL PROJECTS IN VARIOUS SCHOOLS. THIS PAPER WAS DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 4-5, 1966. (ES)
Descriptors: Achievement/ Anglo Americans/ Bibliographies/ *Bilingualism/ Bilingual Students/ Counselors/ Culture/ Education/ English (Second Language)/ Language/ Learning/ Mexican American Education/ Mexican Americans/ Projects/ Schools/ *Second Language Learning/ Spanish/ *Spanish Americans/ Teaching

ED017387 RC002395
BILINGUAL EDUCATION IN NEVADA.
ANDERSON, MERLIN D.
10NOV1967 2P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT
PROGRAMS OF BILINGUAL EDUCATION, SUPPORTED BY FEDERAL GRANTS, ARE PRESENTLY ATTEMPTING TO ALLEVIATE LANGUAGE AND CULTURAL EXPERIENCE DEPRIVATION IN THE MINORITY ETHNIC GROUPS OF NEVADA, INCLUDING MIGRANTS, INDIANS, AND IMMIGRANTS FROM CUBA, MEXICO, AND PUERTO RICO. MOST OF THESE FAMILIES ARE ECONOMICALLY DEPRIVED AND LACK AMERICAN CULTURAL EXPERIENCE. JOINT PARENT AND CHILD SESSIONS ARE CONDUCTED WITH DEMONSTRATIONS OF FINE ARTS, FILM DOCUMENTARIES, ORGANIZED RECREATIONAL ACTIVITIES, AND GROUP COUNSELING. NO EVALUATION OF THE PROGRAMS IS AVAILABLE AT THIS TIME. THIS REPORT WAS DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 10-11, 1967. (WN)
Descriptors: *Bilingualism/ *Cultural Education/ Disadvantaged/ Economically Disadvantaged/ English (Second Language)/ *Ethnic Groups/ *Federal Aid/ *Migrants/ Parent Student Relationship
Identifiers: Nevada State Department of Education

ED016435 FL000719
BILINGUALISM, ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS (3RD, EL PASO, NOVEMBER 4-5, 1966). REPORTS.
STUBING, CHARLES, ED.
Southwest Council of Foreign Language Teachers.
1966 64P.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT
INCLUDED ARE REPORTS AND REPORT SUMMARIES ON BILINGUALISM IN TERMS OF (1) THE ADMINISTRATIVE AND COUNSELING VIEWPOINTS, (2) PROGRAMS, METHODS, AND MATERIALS, AND (3) RECRUITMENT AND PREPARATION OF BILINGUAL TEACHERS. THE FIRST REPORT DEFINES BILINGUAL SCHOOLING, PRESENTS FIVE VARIABLES AFFECTING SUCH SCHOOLING, ANALYZES SPECIFIC SCHOOL SITUATIONS, AND RECOMMENDS SECOND LANGUAGE LEARNING PRINCIPLES. THE ADVANTAGES OF BILINGUALISM AND OBJECTIVES OF THE SOUTHWEST COUNCIL PROGRAM ARE DISCUSSED. THE SECOND REPORT CONTAINS A SELECTED BIBLIOGRAPHY ON BILINGUALISM, OBJECTIVES FOR A BILINGUAL PROGRAM, A PRELIMINARY LIST OF MATERIALS, AND TENTATIVE GUIDELINES FOR A BILINGUAL CURRICULUM. THE THIRD REPORT COVERS THE DEVELOPMENT OF LANGUAGE SKILLS FOR BILINGUALS, INTERCULTURAL PROBLEMS AND THE TEACHER OF ENGLISH AS A SECOND LANGUAGE, TESL GUIDELINES FOR TRAINING STUDENT TEACHERS, RECRUITMENT AND TRAINING OF BILINGUAL TEACHERS IN MIAMI, AND PREPARATION OF TEACHERS FOR THE DISADVANTAGED. (AF)
Descriptors: Administrative Policy/ Bibliographies/ *Bilingualism/ Bilingual Schools/ Bilingual Students/ *Conference Reports/ Counselors/ Culture Conflict/ Curriculum Design/ Disadvantaged/ English (Second Language)/ Instructional Materials/ *Intercultural Programs/ *Language Instruction/ Language Programs/ Language Skills/ Language Teachers/ *Second Language Learning/ Student Teaching/ Teacher Education/ Teacher Recruitment/ Teaching Methods

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ED002650
THE SCHOOL AND THE MIGRANT CHILD--A SURVEY INTERPRETED.
National Committee on the Education of Migrant Children, Washington, D.C.
OCT1963 6P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6667
A SURVEY CONDUCTED TO SECURE INFORMATION ON CONDITIONS AFFECTING MIGRANT CHILDREN IS PRESENTED. A FIVE-PART QUESTIONNAIRE DELINEATES THE NUMBER OF MIGRANT CHILDREN IN A GIVEN STATE, THEIR PARTICIPATION IN REGULAR AND SUMMER TERMS, AND NEEDS AND PROBLEMS CONNECTED WITH THEIR CLASSROOM ATTENDANCE. THE QUESTIONNAIRE HAS BEEN SENT TO DEPARTMENTS OF EDUCATION IN 48 STATES, AND TO CHURCH AGENCIES, GOVERNORS' COMMITTEES AND CITIZENS' COMMITTEES IN 10 STATES. FEW AGENCIES KNOW HOW MANY CHILDREN ENTER OR LEAVE THE STATE, AND FEW KEEP STATISTICS ON SCHOOL PROGRESS. MOST RESPONDENTS RECOGNIZE THAT MIGRANT CHILDREN ARE RETARDED, BUT ARE UNSURE OF, OR INDIFFERENT TO, THE MEANS TO IMPROVE EDUCATIONAL OPPORTUNITIES FOR THIS DISADVANTAGED GROUP. THE MIGRANT CHILD IS DISADVANTAGED IN MANY WAYS. MOVING FROM DISTRICT TO DISTRICT, HE IS FREQUENTLY UNTOUCHED BY ATTENDANCE LAWS, UNWELCOMED IN THE CLASSROOM WHERE HIS PRESENCE CREATES MANY AND DIFFICULT PROBLEMS FOR THE TEACHER, AND IGNORED BY HIS CLASSMATES BECAUSE OF HIS LACK OF SOCIAL AWARENESS COMPARABLE TO THEIR OWN. OFTEN SPANISH-SPEAKING, HE FINDS FEW BILINGUAL TEACHERS WHEN HE TRAVELS AND SELDOM ENCOUNTERS A COUNSELOR TO ENCOURAGE OR MOTIVATE HIM TOWARD AN EDUCATION. RETARDED IN GRADE FROM 2 TO 3 YEARS, A RETARDATION INCREASING WITH HIS AGE, THE MIGRANT CHILD BECOMES AN EARLY SCHOOL DROPOUT. UNPROTECTED BY CHILD LABOR LAWS, HE TAKES HIS PLACE BESIDE HIS PARENTS, WORKING TO ADD TO THE FAMILY INCOME AND BECOMING IN TIME ANOTHER CIPHER IN HEALTH AND WELFARE STATISTICS. BECAUSE OF THE ESCALATING SOCIAL, ECONOMIC, AND HUMAN COSTS REPRESENTED BY THE UNEDUCATED MIGRANT CHILD, WAYS NEED TO BE FOUND QUICKLY TO PROVIDE HIM WITH THE BASIC EDUCATIONAL SKILLS NECESSARY IN A RAPIDLY CHANGING NATION.
Descriptors: Bilingual Students/ *Child Labor/ *Disadvantaged/ *Handicapped Children/ Labor Legislation/ *Mental Retardation/ *Migrant Education/ *Spanish Speaking
Identifiers: New York (New York)

ED002513
CONFERENCE ON THE EDUCATION OF SPANISH-SPEAKING CHILDREN AND YOUTH.
EIDE, CARLA ; NANCE, AFTON D.
Decoto Elementary School District, Union City, Calif.
APR1963 1p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Journal Announcement: DH6667
REPORTS INCLUDE--PROVIDING A KINDERGARTEN PROGRAM THAT IS FLEXIBLE AND MEETS A WIDE RANGE OF INTERESTS AND NEEDS, GUIDING SPANISH-SPEAKING CHILDREN AND YOUTH THROUGH ACHIEVING BETTER UNDERSTANDING, USING STANDARDIZED TESTS OF INTELLIGENCE AND ACHIEVEMENT WITH SPANISH-SPEAKING PUPILS TO OBTAIN THE MOST VALID RESULTS, HELPING CHILDREN TO READ BY ARRANGING SPECIAL CLASSES TO PROVIDE MANY EXPERIENCES AND MOTIVATIONAL ACTIVITIES, TEACHING ENGLISH AS A SECOND LANGUAGE USING THE AUDIOLINGUAL METHOD AND FOLLOWING THE SEQUENCE OF UNDERSTANDING, SPEAKING, READING, AND WRITING, USING THE AUDIOLINGUAL METHOD OF LISTEN AND RESPOND TO TEACH ENGLISH AS A SECOND LANGUAGE, REPORTING PUPIL PROGRESS TO PARENTS BY MEANS OF REPORT CARDS, ACHIEVEMENT GRADING, AND ABILITY GRADING, GAINING THE CONFIDENCE OF PARENTS AND PUPILS THROUGH AN UNDERSTANDING OF SUCH PROBLEMS AS ECONOMIC NEEDS, SOCIAL AND CULTURAL DIFFICULTIES, AND DIFFERENCES AMONG MEXICAN-AMERICAN FAMILIES, PROVIDING FOR HEALTH NEEDS THROUGH THE ESTABLISHMENT OF GOOD RAPPORT WITH MEMBERS OF THE MEXICAN-AMERICAN COMMUNITY, IN ORDER TO BREAK DOWN BARRIERS TO THE EFFICIENT PERFORMANCE OF FUNCTIONS, BUILDING GOOD CITIZENSHIP BY REALISTICALLY TEACHING CHILDREN THE VALUES AND EXPECTATIONS OF THEIR NEW CULTURE AS IT RELATES TO EMPLOYMENT, HELPING SPANISH-SPEAKING YOUTH TAKE ADVANTAGE OF OPPORTUNITIES FOR HIGHER EDUCATION THROUGH EARLY IDENTIFICATION OF DROPOUTS, SMALL CLASSES, TO PROVIDE A SUCCESSFUL EDUCATIONAL EXPERIENCE THROUGH WHICH SPANISH-SPEAKING CHILDREN COULD TAKE ADVANTAGE OF THEIR OWN ABILITIES.
Descriptors: Audiolingual Methods/ Bilingual Students/ Career Opportunities/ *Community Relations/ Cultural Differences/ Cultural Enrichment/ *Disadvantaged/ Dropout Characteristics/ English/ Health Services/ *Kindergarten/ *Mexican Americans/ School Counseling/ Spanish

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ED001503
STATEMENT OF PHILOSOPHY AND POLICY AS THEY PERTAIN TO THE ACCULTURATION AND EDUCATION OF THE MEXICAN-AMERICAN.
LEON, MARCOS DE
1964 14P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6667
A STATEMENT OF PRINCIPLES PERTAINING TO THE EDUCATION AND ACCULTURATION OF MEXICAN-AMERICANS WAS PRESENTED. INCLUDED WAS ACCEPTANCE OF THE REALITY OF THE ANGLO-SAXON AND HISPANIC ETHIC IN THE SOUTHWEST, USE OF THIS CULTURAL BUFFER AREA AS A FRAMEWORK FOR ACCULTURATION OF THE TWO GROUPS, AND RECOGNITION OF A FUNCTIONAL THEORY OF CULTURE AS IT RELATES TO THE GROWTH OF HUMAN PERSONALITY. RECOMMENDATIONS TO FURTHER THESE PRINCIPLES INCLUDED THE IMPLEMENTATION OF A COUNSELING PROGRAM. COUNSELORS WERE TO SERVE AS LIAISONS BETWEEN THE SCHOOL AND COMMUNITY, TO STRENGTHEN A STUDENT'S CULTURAL AWARENESS AND SELF-IMAGE, AND TO ESTABLISH A DEFINITE AND SPECIFIC PROGRAM FOR COMPENSATORY EDUCATION. ORGANIZATION OF AN ADULT EDUCATION PROGRAM IS RECOMMENDED. ALSO RECOMMENDED WERE ORGANIZATION OF--AN ADULT EDUCATION PROGRAM, GUIDANCE AND TESTING SERVICES, AN EXPANDED VOCATIONAL PROGRAM IN THE HIGH SCHOOL.
Descriptors: *Acculturation/ Adult Education/ Bilingualism/ *Compensatory Education/ *Counseling Services/ Cultural Awareness/ Educationally Disadvantaged/ *Educational Philosophy/ Educational Principles/ Ethnic Groups/ *Mexican Americans/ School Community Relationship/ Self Concept/ Vocational Education

ED001497
MEXICAN-AMERICAN EDUCATION COMMITTEE OF METROPOLITAN LOS ANGELES.
1963 5P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6667
THE STATEMENTS OF PHILOSOPHY AND POLICY OF THE MEXICAN-AMERICAN EDUCATION COMMITTEE INCLUDED (1) ACCEPTING THE PURPOSES OF EDUCATION IN AMERICAN DEMOCRACY AS DEFINED BY THE EDUCATIONAL POLICIES COMMISSION AS BASIC PRINCIPLES, (2) RECOGNIZING THE "CULTURE WITHIN A CULTURE" CONCEPT, AND (3) RECOGNIZING THAT THE FUNCTION OF THE SCHOOL IS TO PERPETUATE THE CORE OF VALUES AND INSTITUTIONS OF THE PARTICULAR CULTURE. TO HELP THE ACCULTURATION PROCESS, THE "SCHOOL-COMMUNITY IDEA" SHOULD BE CONSIDERED IN GREATER DEPTH AND CULTURAL AWARENESS AND SELF-IMAGE SHOULD BE STRENGTHENED. SPANISH SHOULD BE TAUGHT AS EARLY AS POSSIBLE ON THE ELEMENTARY SCHOOL LEVEL, A PROGRAM OF COMPENSATORY EDUCATION SHOULD BE INSTITUTED, AND BILINGUAL TEACHERS, COUNSELORS, AND ADMINISTRATORS SHOULD BE HIRED.
Descriptors: Bilingual Students/ *Compensatory Education/ Cultural Background/ *Cultural Differences/ Cultural Influences/ Elementary Education/ *Language Instruction/ *Mexican American Education/ Mexican Americans/ *School Community Programs/ *School Personnel/ Spanish
Identifiers: CALIFORNIA/ California (Los Angeles)

ED001493
BICULTURAL LINGUISTIC CONCEPTS IN EDUCATION. A HANDBOOK OF SUGGESTIONS, PRIMARY TO ADULT, FOR THE CLASSROOM TEACHER, THE GUIDANCE COUNSELOR, THE ADMINISTRATOR.
LEIGHTON, E. ROBY
1964 65P.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6667
A SUMMER WORKSHOP CONCERNED WITH THE EDUCATION OF THE SPANISH- AND INDIAN-SPEAKING STUDENTS OF NEW MEXICO AND ARIZONA MET IN TUCSON, ARIZONA, TO ESTABLISH OBJECTIVES REGARDING THESE CHILDREN AND THEIR SPEAKING PROBLEMS. THE STUDENTS WERE DROPPING OUT OF SCHOOL AS A RESULT OF ACADEMIC AND SOCIAL FAILURE AND FRUSTRATION. BICULTURAL GUIDANCE, AN APPROACH INVOLVING BOTH THE TEACHER AND THE COUNSELOR, WAS SUGGESTED. THE BROAD DIFFERENCES IN THE CULTURAL PATTERNS OF VALUE ORIENTATION WERE RECOGNIZED. SOMETIMES THE TEACHER MAY MISJUDGE A STUDENT'S MOTIVATION. THE TEACHER SHOULD REALIZE THAT MANY CULTURALLY DIFFERENT STUDENTS HAVE A HOPELESS ATTITUDE BECAUSE OF A DEEP-SEATED SENSE OF INFERIORITY GROWING FROM THEIR COMPETITION WITH ANGLO-AMERICAN STUDENTS. IN THE AREA OF ORAL COMMUNICATION, THE TEACHER SHOULD EMPHASIZE INTONATION-PITCH, JUNCTURE, AND RHYTHM. HE SHOULD HELP STUDENTS MASTER THE SKILLS OF GRAMMAR, IDIOMS, AND IDIOMATIC USAGE. ENRICHMENT ACTIVITIES, SUCH AS CARDS AND FILMS, SHOULD BE UTILIZED. THE USE OF ART AND DRAMA FOR LANGUAGE LEARNING HAS PROVEN BENEFICIAL IN THE TRANSFERENCE OF SELF-DEVELOPED DRAWINGS TO VERBALIZATION. WITH THE USE OF DRAMATIZATION, A PLOT ONCE ESTABLISHED, COULD MODIFY AND CORRECT POOR SENTENCE PATTERNS. IN ART AND DRAMA, CULTURAL VALUES (DIFFERENCES AND SIMILIARITIES) COULD BE EXPLAINED, DISCUSSED AND EVALUATED. SOME OF THE REASONS THAT SPANISH AND INDIAN STUDENTS HAVE DIFFICULTY WITH LANGUAGE IS THAT THEY EXPERIENCE BASIC CONFUSION ABOUT SPEECH SOUNDS. REMEDIAL PROGRAMS SHOULD BE AIMED AT THE NEEDS OF THESE STUDENTS.
Descriptors: American Indians/ *Bilingual Students/ Cultural Differences/ *Dropout Attitudes/ Language Skills/ Spanish/ *Speech Communication/ Speech Skills/ Student Attitudes/ *Teaching Guides/ *Teaching Methods
Identifiers: ARIZONA/ Arizona (Tucson)

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